

**IMPROVING THE SPEAKING SKILLS OF THE EIGHTH
GRADE STUDENTS OF SMP N 1 PAKEM IN THE ACADEMIC
YEAR OF 2013/ 2014 BY USING FILMS**

A Thesis

Presented as Partial Fulfillment of the Requirements for the Attainment of a
Sarjana Pendidikan Degree of English Education



By

FIA NURASITA PRASTIWI

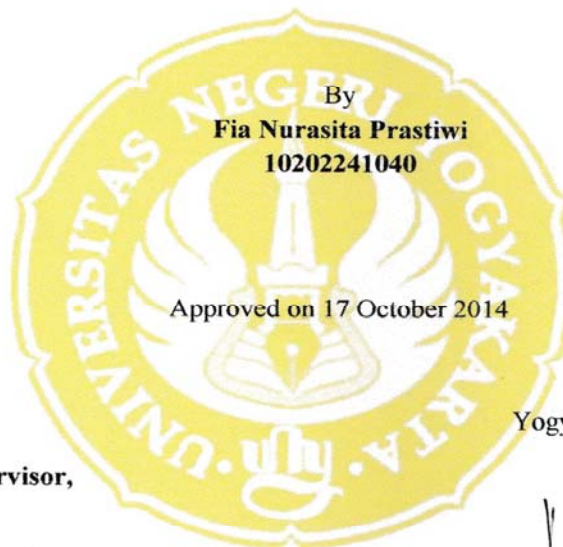
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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
STATE UNIVERSITY OF YOGYAKARTA**

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**IMPROVING THE SPEAKING SKILLS OF THE EIGHTH
GRADE STUDENTS OF SMP N 1 PAKEM IN THE
ACADEMIC YEAR OF 2013/ 2014 BY USING FILMS**

A THESIS

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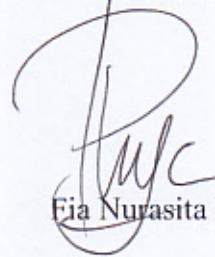
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Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak memuat materi yang ditulis orang lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan yang lazim.

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Yogyakarta, Oktober 2014

Penulis



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Dedications

*I dedicate this thesis to my family who always give me much support
and motivation.*

*My parents, I know this time might not be a comfortable part of life
that we should pass, but I believe someday I will make our family
better than this.*

*A bunch of thanks is addressed to my mother for her struggle and
support and Ical for accompanying me on my best journey.*

MOTTO

If you are grateful, surely I will bestow more favors on you.

(Surah Ibrahim: 7)

Nothing can bring you peace but yourself.

(Ralph Waldo Emerson)

Happiness does not depend on outward things, but on the way we see them.

(Leo Tolstoy)

You cannot step twice in to the same river for other waters are continually flowing on.

(Heraclitus)

Let your dreams be bigger than your fears and your actions bigger than your words.

(Anonymous)

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This thesis is far from being perfect, but it is expected that it will be useful not only for the researcher, but also for the readers. For this reason, suggestions and criticisms will be appreciated to make this thesis better.

Yogyakarta, October 2014

Fia Nurasita Prastiwi

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ABSTRACT

This research was aimed at improving students' speaking ability of the class VIII C students of SMP Negeri 1 Pakem Sleman Yogyakarta in the academic year of 2013/2014. The problem was that they had low speaking ability.

This particular research was categorized as action research. The actions were implemented in two cycles based on the class schedule. This research involved the 24 students of class VIII C of SMP Negeri 1 Pakem Sleman Yogyakarta in the academic year of 2013/2014. The data of the study were in the forms of qualitative and quantitative data. The qualitative data were obtained by observing the teaching and learning process of speaking, interviewing the students of class VIII C and the English teacher, holding discussion with the collaborator and taking pictures. Meanwhile, the quantitative data were acquired through pre-test and post-test. The data from pre-test and post-test were analyzed by using Microsoft Excel. The validity of the data was obtained by applying democratic validity, dialogic validity, catalytic validity and outcome validity.

The research findings showed that the use of films as the teaching media combined with the use of speaking activities and classroom English was proven to be effective to improve the students' speaking skills. It could increase students' enthusiasm toward the lesson and made the classroom atmosphere more enjoyable and fun. The students could have better understanding about the use of English in real situation as they got appropriate models of speaking English through films. They also had adequate opportunities to practice speaking in order to speak fluently and confidently. The classroom's mean score at the end of the action was 15.9 from 11.2 on the pre-test. It indicated that students made a significance improvement in some aspect of speaking skills such as pronunciation, fluency, grammar and vocabulary.

CHAPTER I

INTRODUCTION

The objective of this study is to improve students' speaking skills at the eighth grade students of SMP N 1 Pakem by using films. This chapter consists of the background of the study, the identification of the problems, the limitation of the problems, the formulation of the problems, the objectives of the research, and the significance of the research.

A. Background of the Study

English becomes one of the most important languages to master because it is the International language or we called as Lingua Franca. English has four macro skills: listening, speaking, reading, and writing. English is taught in Junior High Schools to make the students have good mastery in those macro skills mentioned before.

English is neither the Second Language nor the First Language for Indonesian students, Junior High School students' speaking ability of English as Foreign Language was still low. They used their first language in their daily life, which was Javanese, and then inside the classroom students and teachers mostly used their Second Language, Indonesian.

One of the English skills which should be learnt by Junior High School students is speaking. Speaking takes a great importance because people who know a language well are referred to as "speakers" of that language. Before becoming the speakers of English itself, students are prepared to understand about the micro skills of speaking such as: pronunciation, pragmatics, phonetics and phonology

turn-taking, vocabulary, spelling, and grammar. Mastering those micro skills is important for students to make them being able to speak English in the right way. Speaking is different with other skills; it is orally whether the other skills are in the written form. Students would learn how to express utterances communicatively and meaningfully when they study speaking.

Although English was taught in 3 meetings or around 225 minutes a week, I still found some SMP students did not have good speaking skill. Students' pronunciation was still low, maybe there were only five of thirty two students who have good ability to speak, but overall students' speaking skill were still low. The teacher usually asked students to read to a dialogue or paragraph, while students were reading the paragraph teachers still found so many mispronouncing-words. Moreover when the teacher asked students to speak, mistakes that they made more varied. Besides, teaching English as a foreign language in SMP N 1 Pakem was focusing on the skills that would be tested in the National Examination, so students were rarely practice speaking inside the classroom. It became the reason why students' speaking skills were still low.

Another factor was that the technique used by the teacher was unvaried so students would not interested in English, so when the teacher could not manage the technique used to deliver the materials well, students would still stuck with their opinion that English was boring, difficult, or even unimportant for their future. In fact, in every aspect of life we use, need, wrote, and read English. Students should be grabbed by the teacher so that they would start to love the teacher, from good technique she used, after that they would start to love English and like to study English.

SMP N 1 Pakem was facilitated with language laboratory; a computer and a headphone which were designed for a student, but the teacher of the Eight Grade were rarely use this laboratory in the process of teaching and learning English, they spent much time of the schedule inside the classroom. This technique could make the students bored with the process of teaching and learning, a varied atmosphere would be good for students to grasp the knowledge taught by the teacher. In delivering the materials inside the classroom without using any interesting media or applying any interesting technique would also not be good for the students, the teacher was better to use any interesting media or technique so the students would maximally grasp the knowledge delivered by the teacher. The teacher sometimes asked the students to sing a song or make a group to perform in front of the classroom depends on the topic.

Refer to some problems related to students above, the teacher could involve media inside the classroom such as pictures series, song lyrics, games, and movies. Movies are good for students in learning language because movies are audio-visual. Movies would help students to recognize some new things for them related to English. As a good teacher we could select what kind of movies that we should use, animation movies would be good for them because it was suitable with Junior High School level.

B. Identification of the Problems

Based on the background of the problems that have been discussed above, there were some problems that influence students' low speaking skills. The problems were related to speaking itself as an internal factor and also some

external factors such as: teachers, students, classroom management, the media, the teaching technique, materials and facilities.

Speaking as one of the crucial aspects in teaching and learning English sometimes had some difficulties faced by the students and also the teachers. Speaking is not done in the written form like the other skills, so it needs some particular techniques or aspects that deal with speaking in order to promote the process of speaking teaching and learning itself. Speaking deals with pronunciation, pragmatics, phonetics and phonology, turn-taking and so on. Teaching speaking may be different from teaching writing and reading, the assessment of speaking is also more difficult. Some experts said that they may be able to teach speaking well but they felt insecure while assessing this skill. According to Kim's statement in Grugeon (2005) Apart from being unsure about control issues, I would like to encourage more speaking and listening and be able to teach such skills but I would be insecure about assessing these skills.

The other problems came from some external factors such as: teachers, students, classroom management, the media, the teaching technique, materials and facilities. Firstly, teachers as the center of the teaching process sometimes did not teach speaking as it is, the teacher simply asked the students to read aloud a conversation and sometimes asked the students to practice the dialogue with their partners. Besides, teachers were busy in preparing the students in facing the National Examination, English becomes one of the subjects that should be tested, but only reading and listening that are tested in the National Examination so they put speaking after listening and reading. Because of that reasons speaking were

not taught maximally, in fact being able to speak or communicate in English is one of the aims of study English itself.

Then, the second problem came from the students. Students were seen as the product of the success of teaching and learning and when they got good mark we could simply say that the teaching and learning process was categorized as a successful teaching. Students in SMP N 1 Pakem had low motivation. They were not interested in English and also speaking English. Some of the students said that they do not like English because it was more difficult than Math. Students always talk with their friends while the teacher explained the lesson. Moreover when their friends practiced in front of the classroom, they did not pay attention to those students that were performing so they keep talking with their friends. English was not our second language but English was a foreign language in our country so students felt difficult to understand and copy what already explained by the teacher in the classroom. They lost their concentration and did not understand what their teacher said so they could not improve their English when they did not feel it was important. Speaking needed more practice than only explanation. In the process of teaching and learning speaking, students should be more active to practice. When the teacher asked students to practice in front of the class, they were shy to come in front of the classroom and they were also afraid to speak using English.

The next aspects that had been considered as problem was classroom management, teachers as the center of teaching process sometimes found some difficulties in delivering the materials because the students or the classroom situation was not conducive. There were some students who still walking inside

the classroom when the teaching learning process was running. Then, teachers were not always creative in delivering their materials because teaching speaking and assessing speaking was not as easy as teaching and assessing the other skills. Teachers sometimes did not use creative techniques and media; it would not encourage the students to engage with the subject because the classroom situation seemed boring.

Media was the key in making the process of speaking teaching and learning run well. Because teachers were busy with other activities, they did not always have spare time to prepare media to teach speaking. Media that were used in delivering materials of speaking in the classroom was monotonously, most of the activities relied on text books. Knowing students low speaking ability, teachers should be more creative in order to make the students engage with the subject.

The teaching technique used by the teacher was not varied, because the teacher was not focusing on teaching speaking but more in reading. The process of the lesson was focus on the teacher or called as teacher centered teaching, the teacher was leading the classroom in discussing many tasks that have been done by the students before, and the task was in the written form.

The materials used in the classroom were mostly taken from the LKS or students' task books and sometimes taken from the internet. The materials were mostly in the form of multiple choices question. Sometimes the materials were taken from the previous National Examination. The teacher firstly asked all the students to do the task and then the students together with the teacher discussed the task by reading one by one all the questions there.

SMP N 1 Pakem is categorized as sub-urban school it is located in the main road, but the location is quite far from the main town, the students of this school can be categorized as IT students, they know well about technology and its development. This school is facilitated with language laboratory to deal with the development of technology, but it never used by the English teacher of the 8th grade, whereas knowing the character of the students who like to play with technology could be a good chance to engage with them. Inside the language laboratory, each student got one monitor, and a headphone which could help both the teacher and the students. The teacher could use this facility to deliver the materials for the students whereas the students could also get a benefit, so that they could understand the materials delivered by the teacher easily and effectively.

C. Limitation of the Problems

Based on the identification of the problems, there were some main problems that could be found. The problems were related to the students, the method, and the teaching technique. Those aspects should be improved because it is important to help me to cope with the problems.

Due to time limitation, knowledge limitation, and importance I chose one problem to focus which was the teaching technique. This research focused on the use of films in improving students speaking skills. The research was conducted at the eighth grade students of SMP N 1 Pakem in the academic year 2013/2014.

D. Formulation of the Problem

Based on the background and the limitation of the problems presented before, the research problem could be formulated as follows, “How can films improve the speaking skills of the eighth grade students of SMP N 1 Pakem in the academic year 2013/ 2014?”

E. The Objective of the Study

In order to cope with the problems mentioned before, this study was aimed in improving students speaking skills of Eight Grade students in SMP N 1 Pakem in academic year 2013/2014 by using films.

F. The Significance of the Study

This study is hoped to be useful:

1. for the students

This study was expected to be able to improve the students’ speaking skill in an enjoyable classroom environment.

2. for the teacher

This study was expected to give consideration or alternative for the English teacher in understanding the concept of teaching speaking through theories stated in this study.

3. for the researcher

This study was expected to give me a valuable experience which can be used for doing a better action research in the future.

4. for the reader

This study was expected to give more input for readers that films can be used as a technique to deliver materials in teaching speaking.

CHAPTER II

REVIEW OF RELATED THEORIES

The objective of this study is to improve students speaking skill at the eighth grade students of SMP N 1 Pakem by using films. This chapter consists of theoretical description, relevant research studies, and conceptual framework.

A. Theoretical Description

The theoretical description consists of the nature of speaking, teaching speaking, media, and film.

1. The Nature of Speaking

Speaking plays an important role in the process of teaching and learning English. In the nature of speaking, we would discuss the definitions of speaking, macro and micro skills of speaking, speaking skill in EFL learning, and factor contributing to difficulty in speaking.

a. Definitions of Speaking

Bygate defines "Oral expression involves not only the use of the right sounds in the patterns of rhythm and intonation, but also the choice of words and inflections in the right order to convey the right meaning". (Cited in Mackey, 1965:266)

According to Brown and Yule's (1983) spoken language consists of short, fragmentary utterances, in a range of pronunciation. There is often a great deal of repetition and overlap between one speaker and another, and speakers usually use non-specific references. They also point out that in

speaking the loosely-organized syntax, and non-specific words and phrases are used, spoken language is, therefore, made to feel less conceptually dense than written language.

It is noticeable from the two productive language skills that speaking is different from writing in both processing conditions and reciprocity conditions. "First, spoken language is affected by the time limitations, and the associated problems of planning, memory, and production under pressure. Second, it is reciprocal activity, which has a crucial effect on the kinds of decisions to be made." (Bygate, 1987:11-12)

More importantly, speaking, a productive skill is known to have two main types of conversation namely, dialogue and monologue, which are rather different. In monologue, you give uninterrupted oral presentation while in dialogue you interact with one or more other speakers for transactional and international purposes.

Thornbury (2001) stated that speaking requires the ability to cooperate in the management of speaking turns between two speakers or more. It also typically takes place in real time with a little time for detailed planning. In this circumstance, spoken language needs a lot of memorized lexical expression. Then the study of written grammar may not become the most important thing to consider since it is not the major aspects in speaking.

Language learners need to recognize that speaking involves three areas of knowledge:

1) Mechanics (pronunciation, grammar, and vocabulary) using the right words in the right order with the correct pronunciation.

2) Function (transaction and interaction) knowing when clarity of message is essential (transaction/ information exchange) and when precise understanding is not required (interaction/ relationship building)

3) Social and cultural rules and norms (turn-taking, rate of speech length of pauses between speakers, relative's roles of participants): understanding how to take in to account who is speaking to whom, in what circumstances, about what and for what reason. Lier (1995: 88) cited in Nunan (2003: 48)

Table 1. The Differences Between Spoken and Written Language

Spoken Language	Written Language
Auditory	Visual
Temporary; immediate reception	Permanent; delayed reception
Prosody (rhythm, stress, intonation)	Punctuation
Immediate feedback	Delayed or no feedback
Planning and editing limited by channel	Unlimited planning, editing, revision

According to the table above, spoken language seems more demanding than the written one, speaking deals with putting the ideas into words about someone's perceptions and feeling and concern to make other people convey the message.

In conclusion, speaking deals with many skills that the speakers have to concern when they want to become a speaker. . Speaking is a challenging skill to be mastered because it deals with three area of knowledge; mechanics, function, and social. Those skills are not only related to the importance of language itself but also social skills. It is different from writing skill, because writing does not require hearer but speaking skill do. Before speaking or while speaking, speakers have to consider their choice of words, the intonation, stress, and so on, because when they are miss-pronouncing words or phrases the hearer may not understand what they are talking about.

b. Micro and Macro Skills of Speaking

According to Brown (2004:142-143) the micro skills refer to producing the smaller chunks of language such as phonemes, morphemes, words, collocations, and phrasal units. The macro skills imply the speaker's focus on the larger elements: fluency, discourse, function, style, cohesion, nonverbal communication, and strategic options. Micro skills deal with simpler units of speaking. In our communication we use words, the simplest units that all people know, under the words there are phonemes and morphemes and more complex than words there are collocation and phrase. While macro skills are more complex than the micro skills, macro skills more focus on the speaker's influence to the language. One speaker and another have different fluency, style, discourse, and also strategic options.

Below are more specific explanation of micro and macro skills of speaking adopted from Brown (2004:142-143)

Microskills

- a) Produce differences among English phonemes and allophonic variants.
- b) Produce chunks of language of different lengths.
- c) Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours.
- d) Produce reduced forms of words and phrases.
- e) Use an adequate number of lexical units (words) to accomplish pragmatic purposes.
- f) Produce fluent speech at different rates of delivery.
- g) Monitor one's own oral production and use various strategic devices – pauses, fillers, self-corrections, backtracking – to enhance the clarity of the message.
- h) Use grammatical word classes (nouns, verbs etc.) systems (tense, agreement, pluralisation), word order, patterns, rules, and elliptical forms.
- i) Produce speech in natural constituents: in appropriate phrases, pause groups, breathe groups, and sentence constituents.
- j) Express a particular meaning in different grammatical forms.

- k) Use cohesive devices in spoken discourse.

Macroskills

- a) Appropriately accomplish communicative functions according to situations, participants, and goals.
- b) Use appropriate styles, registers, implicature, redundancies, pragmatic conventions, conversation rules, floor keeping and yielding, interrupting, and other sociolinguistic features in face-to-face conversations.
- c) Convey links and connections between events and communicate such relations as focal and peripheral ideas, events and feeling, new information and given information, generalization and exemplification.
- d) Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language.
- e) Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

I may conclude that speaking needs micro skills as well as macro skills. Micro skills deal with many simple units of the language itself while macro skills deal with speakers' influence towards the language that they use. Macro skills deal with facial expression, body language,

pragmatics, and many other things that speakers have to master in order to make the hearer convey the message well.

In designing the materials of speaking we should consider the micro skills and macro skills of speaking in order to reach the aims of teaching speaking. The materials chosen was based on the Standard of Competence and Basic Competence of English learning at SMP and MTs grade VIII (2006) which were set as follows:

Table 2. **Standard of Competence and Basic Competence Related to Micro Skills**

Standard of Competence	Basic Competence	Micro Skills
Expressing meaning in oral functional text and short oral simple monologs in the form of recount and narrative to interact with surroundings.	Expressing meaning in the form of short simple oral monolog text using oral language manner accurately, fluently, and acceptable to interact with surroundings in the form of recount and narrative texts.	a) Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours.

(Continued)

(Continued)

		b) Use cohesive devices in spoken discourse. c) Produce fluent speech at different rates of delivery.
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c. Speaking Skill in EFL Learning

According to Harmer (1995: 16) listening skill and reading skill involve the ability to correctly receive messages and are therefore referred to as receptive skills, speaking and writing, on the other hand, involve language production and are referred to as productive skills. Reading skill is the receptive skill of writing while listening skill is the receptive skill of speaking. Reading cannot be separated from writing and the same is true with listening and speaking.

Speaking skill seems more demanding than other skills as Haung in Razmjoo and Ardekani (2011) states that non-native speakers believe that speaking in the target language is one of the most demanding and crucial tasks in their everyday life. Furthermore, Ferris and Tag in Razmjoo and Ardekani (2011) state that even highly proficient language learners are not satisfy with their speaking skills and are looking for chances to improve their speaking ability.

d. Factors for Contributing to Difficulty in Speaking

Students usually seem uninterested in speaking because speaking not only requires their understanding of the language but also their ability in delivering the message. Delivering the message may seem hard for students because they have to really ready what they want to say, so students' self-confidence may also play a significant influence in speaking skill. More important one, students may feel that they do not want to look wrong in front of the teacher and other students. Scrivener (2005, 147) claims that there seems to be some difficulty in moving language from passive knowledge into active usage. Without experience in using the language, learners may tend to be nervous about trying to say things. Partly they may fear seeming foolish in front of others; they may worry about getting things wrong they may want to avoid teacher's comments or correction and so on. It takes quite a long time for some students to express themselves, which leads to long embarrassing pauses while learners are trying to find out how to say what they really want to say.

Speaking skill do needs much practice as Thornbury (2008:208) states that one frustration commonly voiced by learner is that they have spent years studying English but still can speak it. Speaking skill would be mastered well by students if they do much practice, the process of teaching and learning speaking do not need material drilling from the teacher. Speaking skill would also be mastered well by the students if the students more active in class than the teacher.

The teaching speaking is different from teaching other skills, Rivers (1981: 188) states that the teaching speaking is more demanding on the teacher than teaching of any other language skill. Many problems can appear from the process of learning language itself and also from the technical problem that would be found in the classroom. Brown classifies eight characteristics of spoken language that make the teaching speaking difficult such as:

- 1) Clustering
- 2) Redundancy
- 3) Reduced forms
- 4) Performances variables
- 5) Colloquial language
- 6) Rate of delivery
- 7) Stress, rhythm, and intonation
- 8) Interaction

Factors that influence the difficulty of speaking were varied. It came from the difficulty of speaking itself such as the pronunciation, stress, rhythm, intonation, clustering, redundancies, reduced forms, colloquial, rate of delivery, and interaction between speakers. Then, the other difficulties came from the speaker, here were the students, they felt shy and afraid of making mistakes while practicing speaking. Students were shy if making mistake and then the teacher correct their utterances.

2. Teaching Speaking

1. The Nature of Teaching Speaking

Brown and Yule cited in Nunan (1989) “begin their discussion on the nature of spoken language by distinguishing between spoken and written language. Spoken language, consist of short, often fragmentary utterances, in range of pronunciations.

Brown and Yule cited in Nunan (1989) points out that the loosely organized syntax, the use of non-specific words and phrases and the use of fillers such as ‘well’, ‘oh’, and ‘uhuh’ make spoken language feel less conceptually dense than other types of language such as expository prose.”

Brown and Yule cited in Nunan (1989) also draw in a useful distinction between two basic language functions. These are the transactional function which is primarily concerned with the transfer of information, and the interactional function, in which the primary purpose of speech is the maintenance of social relationship”

Nunan (1989) summarizes that a successful oral communication involves developing:

- 1) The ability to articulate phonological features of the language comprehensibly;
- 2) Master of stress, rhythm, intonation patterns;
- 3) An acceptable degree of fluency;
- 4) Transactional and interpersonal skills;
- 5) Skills in taking short and long speaking turns;
- 6) Skills in the management of interaction;
- 7) Skills in negotiating meaning;

- 8) Conversational listening skill (successful conversation require good listeners as well as good speakers);
- 9) Skills in knowing about and negotiating purpose for conversations;
- 10) Using appropriate conversational formulae and fillers.

Ur (1991, 281) describes some strategies to enhance students' motivation to speak in a lesson. The principal one was selecting the topic carefully to make it as interesting for students as possible. If the teacher's choice fails in the class, there would have never been panic or embarrassment. The possible solution to this situation might be asking the students to vote for a topic they would be interested in talking about. Teaching speaking had its own characteristics. It was different from teaching other skills because speaking deals with utterances not sentences, spoken text not written text, and so on.

b. The Characteristics of Adolescents Learners

Penny Ur in Harmer (third edition) stated "teenage students are in fact overall the best language learners, whether Puchta and Schratz in Harmer found that adolescent so much less motivated. It was widely accepted that one of the key issues in adolescent was the search for individual identity. Peer approval maybe considerably more important for student than the attention of teacher, which for younger children, was so crucial."

Harmer also stated "adolescent learners may be disruptive in the classroom." The point is that because the students feel bored during the teaching and learning process and "the teacher failure to build bridges

between what the learners want and what the teacher have to teach and their students' worlds of thought and experience" Puchta and Schratz in Harmer.

The Junior High School students are in their transform from children to adults. They cannot be called as children anymore who still hard to focus in the classroom, but they cannot be called as adults yet because their attitude are still far from what adults do. Junior High School students are unstable in their emotion

c. Teaching Speaking in Junior High School

Every process of teaching has its own characteristics. In teaching Junior High School students, the teachers may find any difficulties because students in this age have their own characteristics as teenagers that must be different from children or even adults.

According to Soehardi in Emiriyanti (2002:23) there are many characteristics of Junior High School Students. The first, they are unstable in their feeling and emotion. Their emotions are very sensitive. The second, there is a change in their way of thinking. Students in this level are able to apply rational logic to all categories of problems, abstracts as well as concrete. The third, they want to know everything which is done by other youngster and they always want to know something new. The last, they try to get attention from their opposite sex.

Liping (2008) states that secondary school students are learning English. This ability is a potential capacity of teachers who would be actively to dig. Students' learning English ability depends largely on the

students' interest in learning, learning methods and learning purpose of the following three areas. The first, the teacher should have an ability to change the passive learning to active learning. The second, English language learning students would no longer be troubled by the problem. The last, language learning is the chance to develop understanding and expression skills.

Amstrong (1992: 34) states that teaching secondary school requires teachers who are flexible, sensitive to differences, and woulding to accept any differences. Lily in Ames and Miller (1994: 40) states that a middle school teacher have to be able to understand and appreciate young adolescents as human beings. Even with their unique characteristics that need to be heard, understood, and respected.

d. The Roles of the Teacher and Students in the EFL of Speaking

The roles of the teacher in teaching speaking are similar with another type of classroom procedure, according to Harmer (2002: 275) there are three roles that should play by the speaking teacher. The first one is become a prompter, inside the classroom students sometimes get lost, cannot think what to say next, or in some other way lose the fluency we expect of them. We can leave them to struggle out of this situation on their own, and indeed sometimes this may be the best option. However we may be able to help them and the activity to progress by offering discrete suggestions. If this can be done supportively it would stop the sense of frustration that some students feel when they come to a 'dead end' of languages or ideas.

The second one is become a participant; teacher should become good animators when asking students to produce language. What is meant by participant here is that teacher can participate in every activity that had been set before. When it is done, teacher would feel comfortable in helping the students to understand the materials, but of course it cannot be done every time, because in a particular time teacher should take enough distance between students and teacher in order to make the students have clear understanding by themselves.

The last one is become feedback provider, after students practicing their speaking; teacher should give them some feedback. One thing that is important related to feedback is the time when the teacher should give feedback. When students are practicing, teacher should not just stop their speech and give them some correction, which is not wise enough. It is better to give students feedback when they are already finished their speech. It is important because students would feel hesitate and unconfident when teacher just give students feedback or advice at the middle of their speech.

e. Speaking Assessment

According to Brown (2004: 141-142) there are five assessment tasks for assessing speaking. The first one is imitative, imitative is one of the types of ability in performing speaking skill, this is simply just imitate a word or phrase or possibly a sentence. Imitative assessment task is focusing only on phonetics level that also cover pronunciation, but not for understanding the meaning of utterances. The second one is intensive,

intensive here is meant by producing short stretches of oral language to demonstrate competence. Intensive assessment task include directed response tasks, reading aloud, sentence and dialogue completion; limited picture-cued tasks including simple sequences, and translation up to the simple sentence level. The third one is responsive assessment task; it includes interaction and test comprehension. Short conversation is usually used in this type of assessment. Then the fourth is interactive, the difference between responsive task and interactive task are in the length and the complexity of the interaction. Then the last one is extensive (monologue). Extensive oral production tasks include speeches, oral presentation, and story-telling.

Beside all those kinds of task assessment, there is also oral proficiency scoring categories that have been designed by Brown (2004). Actually there are six aspects; grammar, vocabulary, comprehension, fluency, pronunciation, and task. For every aspect there would be five score according to the level of proficiency of the students. Here is the table:

Table 3. **Microskills and Macroskills**

Microskills	Macroskills
1. Produce differences among English phonemes and allophonic variants.	1. Appropriately accomplish communicative functions according to situations, participants, and goals.

<p>2. Produce chunks of language of different lengths.</p>	<p>2. Use appropriate styles, registers, implicature, redundancies, pragmatic conventions, conversation rules, floor keeping and yielding, interrupting, and other sociolinguistic features in face-to-face conversations.</p>
<p>3. Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours.</p>	<p>3. Convey links and connections between events and communicate such relations as focal and peripheral ideas, events and feeling, new information and given information, generalization and exemplification.</p>
<p>4. Produce reduced forms of words and phrases.</p>	<p>4. Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language</p>
<p>5. Use an adequate number of lexical units (words) to</p>	<p>5. Develop and use a battery of speaking strategies, such as</p>

accomplish pragmatic purposes.	emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.
6. Produce fluent speech at different rates of delivery.	
7. Monitor one's own oral production and use various strategic devices – pauses, fillers, self-corrections, backtracking – to enhance the clarity of the message.	
8. Use grammatical word classes (nouns, verbs etc.) systems (tense, agreement, pluralisation), word order, patterns, rules, and elliptical forms.	
9. Produce speech in natural constituents: in appropriate phrases, pause groups, breathe	

groups, and sentence constituents.	
10. Express a particular meaning in different grammatical forms.	
11. Use cohesive devices in spoken discourse.	

3. Media

a. Definition of Media

During the teaching learning process teachers are usually use media to support the teaching learning process run well. A medium which is the singular form of media, according to Sugeng (2010) is a tool to match the learning objective and the learning product. Media are a means of achieving the learning objectives.

In EFL teaching learning process, media is an important thing to consider when we teach our students. Media can make our lesson more interesting and also can improve our students' ability. Arsyad (2003) states that media is graphic, photographic or electronic instrument for catching, processing, rearranging visual or verbal information. We can also say that media is something that can help us to understand more about the information that we want to get from a subject, including visual or verbal information.

Rohani (1997) defines media as everything that can be used to send or distribute in communication process. The communication refers to teaching and learning process. Then, according to Gagne in Sadiman (2003), media is defined as some kinds of components in the students' environment that can stimulate the students to study better.

Moreover, Hamalik (1986) defines media as the instruments, methods, and techniques in teaching learning process to make interaction and communication more effective between teacher and students.

Based on the experts' explanation above, we can conclude that media is instruments that can increase students' motivation and make the distributing of important points in a material of a particular subject more effective. The media should be interesting in order to make students engage with our lesson.

b. Types of Media

Thomas in Rohani (1997) states that chart, diagram, picture, comic, caricature, overhead projector transparent, film slide, audio aids, audiovisual media, are kinds of media that can be used in teaching learning process. The use of films in the teaching learning process is not a new thing to do.

Sugeng (2010) states that there are some types of media; they are printed media, still media, audio media, visual media, real object media, and simulated media. Printed media are books, magazines, newspaper, story books, and others. While, still media can be charts, pictures, picture cards, posters, slot boards, and flannel boards. Then radio, audio tape,

telephone, and natural sounds are classified as audio media. Next, visual media such as OHP, slides, photos, and film strips. Audio-visual can be TV, films, slide/tapes, and film strips/tapes. While real-object media are specimen, real objects, and models. Then the last is simulated media such as games, quizzes, role plays, and simulation. In this action research, I would use audio-visual media, and in the implementation would also be helped by using real-object media and simulated media like games or quizzes.

c. Characteristics of good media

Media help the teacher in delivering the materials, the teaching and learning process would be more interesting when media is included in the classroom. Media can be in the form of printed media, still media, audio media, visual media, audio visual media, real object media, and simulated media. There are some criteria in choosing the media that can be used in the process of teaching and learning English. Sudjana and Rivai (2005: 4-5) make a list of six criteria of media selection:

- 1) the media match the teaching objectives,
- 2) the media support the content of teaching materials,
- 3) the media are easy to be obtained,
- 4) teacher are able to use the media,
- 5) there is time to use the media,
- 6) they are relevant with students cognitive level.

While Sugeng (2010) states that the selection of media should consider:

- 1) The instructional components: the instructional objective, the learner, the teacher.
- 2) The instructional technique
- 3) The situational factors
- 4) Students' involvement

In selecting the media for teaching should be based on the learning objective, learner characteristics, and the teaching technique. Then, talking about instructional technique teacher should consider the learning technique that used in the classroom. Next, in selecting media teacher should consider the situational factors like the availability of the equipment and services, time scheduling, and also maintenance and storage. The last is students' involvement; different level of students' involvement would also influence the media selection.

In conclusion, I as well as the teacher should not just choose a particular media without considering the condition or the situation of the school, the learners' characteristics, and also the objectives.

4. Films

a. Definition of Film

From <http://www.thefreedictionary.com/film>. (030511) "Film is a form of entertainment that enacts a story by a sequence of image giving the illusion of continuous movement. " While according to As Hornby (1995; 434) in Oxford Dictionary of Current English, said that: "Film is a

story recorded as set of moving pictures to be shown on television or at the cinema “.

In other words movie is a story recorded which is done by people and to be presented on television or at the cinema. It can be seen and heard by the viewer.

By watching English films students can learn how to pronounce some words in English correctly, in addition films can also increase students' vocabulary, intonation, word-stress etc. Those micro skills are important in improving students speaking skills. Then, by watching films students can be well informed of some important thing that they never found in real life.

People and students sometimes are not be able to speak clearly and correctly, this problem appears not only because people do not have good pronunciation but also because they do not have much information about particular thing, by watching films they can also improve their imagination so their idea can developed automatically when they speak in English.

Berk R. A (2009) in Katchen states that video clips are major resource for teaching the *Net Generation* and for drawing in their multiple intelligences and learning styles to increase the success of every student. The young generation can be classify as the *Net Generation*, *Net Generation* as Prensky (2001, 2006) in Katchen states they are sophisticated with technology that they have been branded as digital natives. “Digital is their native language. They are “native speakers” of language of computers, video games, and the internet.

b. Advantages of Using Films in Teaching and Learning

The activity of watching films inside the classroom as one of the teaching techniques is not new. Watching films inside the classroom is done by many teachers because this activity is beneficial. Sweeting (2009) claims that films are a useful medium for raising learners' awareness of the role of body language and facial expressions in communicating different attitudes and emotions. For instance, in the activity that follows, I suggest that teachers use a short extract from the motion picture *Ed Wood* (1994) to give learners practice of integrating non-verbal and verbal language. By knowing the body languages that are used by the character inside the films students can enrich their ability to speak in the target language.

By watching films students also helped to build their awareness in many things, such as social awareness, and also linguistically awareness. Students sometimes are not aware with those if it delivered only through books, but by watching real characters they can improve their awareness in those things. Sweeting (2009) also states that films can be an excellent framework for language work and skills practice. They also provide both learners and teachers with real-life texts which can be used to scaffold pragmatic awareness, especially as films do not discriminate against language, making the text of film ideal for awareness-raising activities on appropriate and less conventional language models.

The advantages of using films inside the classroom are listed by Kelly in her article 'Pros and Cons of Using Movies in Class'. The benefits of using movies in classrooms are:

- 1) Through films students can extend the learning beyond the textbook.
- 2) Films can build students' interest.
- 3) Films can meet additional learning styles.
- 4) Films can provide teachable moments.
- 5) Watching films can be a good thing to do on days when students would be unfocused.
- 6) The characters on the films can be good models to follow by the students, in which the way they are talking.

c. The Disadvantages of Using Films

The problems of using films inside the classroom are also listed by Kelly in her article 'Pros and Cons of Using Movies in Class'. Besides many advantages of using films, there were also some disadvantages raised in the use of films to teach:

- 1) Films can cause students to lose focus

Watching films is a relaxing activity that can be done in the classroom. They can feel sleepy while watching films and then they would lose the story of the films and also lose their focus. Besides enjoyable, films are also distracting, if we cannot manage what part that would be shown, students would talk among themselves inside the classroom.

- 2) It may take too much time

Teachers as well as researchers should manage what part of the film that would be shown because if we showed all parts of the films, it would take too much time. It is better to master the story of some particular films before showing it to the students.

3) Using films to teach may seem as bad method of teaching

Teachers who are using films to teach may seem as lazy to prepare the material. People may consider that as a lazy activity because they think that teachers do not need to prepare the material or the lesson plan when they already choose films as the teaching technique.

d. Teaching Speaking by Using Films

We can learn more about how getting correct sentences into our head improves our English in our introduction to input. Of course, there are important differences between movies and books. With books, we learn how native speakers write in English. With movies, we learn how they speak English.

As for movies and films, Goodwin in her PDF lecture (Using film clips to teach pronunciation) has argued that films give learners the chance to imitate the various levels of real-life exchanges. They have also the ability to enhance listening comprehension among learners, analyzing authentic speech. Films can be the means by which learners perceive the message conveyed, not only through the discourse words, but also by stress and intonation patterns used by the interlocutors, in addition to body language, emotional and mental status.

Using auditory and visual materials, such as short movies, songs, TV shows and YouTube materials should consists the largest part of phonetics and oral courses because according to the results shown in this paper, the level of pronunciation of the participating English majors has improved 28% after watching a short movie and song for once than it was before. So let us imagine if 70% of the phonetics and oral courses focused on watching and listening to English native dialogues, then much of the English speaking problems would disappear, and much improvement would be noticed.

B. Relevant Research Studies

The result of Katchen's paper in "*Papers from the eighth conference on English language teaching and learning in the Republic of China*" (1992) Using auditory and visual materials, such as short movies, songs, TV shows and YouTube materials should consists the largest part of phonetics and oral courses because according to the results shown in this paper, the level of pronunciation of the participating English majors has improved 28% after watching a short movie and song for once than it was before. So it proves that videos play an important role to help students to build the speaking skill.

Then the findings from Al-Muhtazeb (2012) in his journal entitled 'The Impact of English Movies and Songs on Enhancing the English Pronunciation and Speaking Skills of the Senior English Majors at Hebron University' also find significance effect of using films in improving students' pronunciation and speaking skills. His paper hypothesizes that the senior English majors at Hebron University have problems in the English pronunciation and phonetics; therefore,

using English movies and songs in instruction has the ability to solve such problems and enhance the English majors' pronunciation. The results of the survey and the experiment that have been carried out support what was hypothesized, and the following conclusions prove the validity of the proposed hypotheses.

1. Many of Hebron University English majors reach their 3rd and 4th academic years, suffering from serious problems in basic issues in English speaking skills. For example, they suffer from weaknesses in English pronunciation, such as the misplaced use of short and long vowels, and diphthongs. Many of the English majors are unable to recognize the syllables that should receive stress from those that should be unstressed or neglected. They also do not know how to employ sentence intonation correctly to convey the idea they want.
2. Using auditory and visual materials, such as short movies, songs, TV shows and YouTube materials should consists the largest part of phonetics and oral courses because according to the results shown in this paper, the level of pronunciation of the participating English majors has improved 28% after watching a short movie and song for once than it was before. So let us imagine if 70% of the phonetics and oral courses focused on watching and listening to English native dialogues, then much of the English speaking problems would disappear, and much improvement would be noticed

C. Conceptual Framework

Speaking considers as an important skill in learning foreign language. When students were able to communicate with each other inside the classroom moreover with the teacher using target language, students would feel motivated to learn more and more to speak in the target language. Speaking skill was one of the most important skills. Students would get so many advantages if they could improve their ability to speak. The fact that happened in SMP N 1 Pakem was students' speaking skill which was still low.

The process of teaching speaking in SMP N 1 Pakem could be categorized as lack. Teacher of SMP N 1 Pakem more focused on those skills which would be tested in the national examination such as writing, reading, and listening, so it made students' speaking skill were still low. Students rarely practiced speaking, they spent much of the time in the classroom of English by doing many reading and writing exercises that already available in the text books.

Students' low speaking skills could be solved by the support of the teachers. Teachers could change the technique of delivering the speaking materials and also the speaking activity in the classroom. Teachers could use media that are available in the school to support the process of teaching speaking.

Watching films could make students being able to build their interest, motivation, confidence, and make them learn to speak English well. Films built an enjoyable environment, because films are fun and interesting. In spite of that films could also enrich students' vocabularies which were important in speaking. Students could also learn from the character by watching their facial expression, gestures, and pronunciation.

In making the success of improving students speaking skills needed a collaborative work between the researcher, students and the teacher. Students should be able to practice more and more. The teacher should help the students in the process of practicing to speak English. I should help both the students and the teacher with her techniques that would be used to help the students to improve their speaking skill.

CHAPTER III

RESEARCH METHOD

The objective of this study is to improve students speaking skill at the eighth grade students of SMP N 1 Pakem by using films. This chapter consists of type of the research, research setting, research subjects, research instruments, data collection techniques, data analysis techniques, and data validity and reliability.

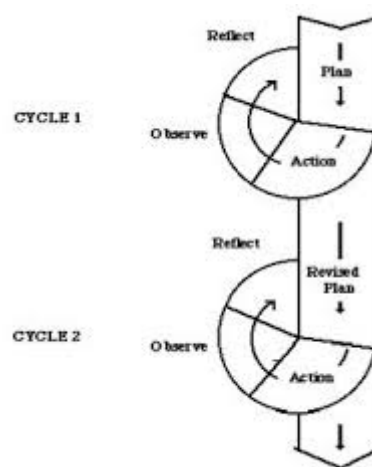
A. Type of the Research

The research design of this research was classroom action research. Action research is a cyclic process of planning action, observation and reflection (Kemmis and Taggart, 1988: 35). This study is intended to find out the effectiveness of using Films to improve students' speaking ability of grade 8 SMP N 1 Pakem. According to Kurt Lewin (in suharsimi, 2002), there are four components of action research, they are, planning, acting, observing, and reflecting. Action research is categorized, as qualitative research although the data collect can be in a form of quantitative. Meanwhile, Kemmis (in suharsimi, 2002, p. 84). States that action research is a form of self-reflective inquiry under taken by participants in a social (including education) situation in order to improve the rationality and of (a), their own social or educational practices justice, (b) their understanding of their practice, and (c) situations on which practice are carried out. Because this study is an action research, than this study focuses on practical, not statistical significance and present raw data. Action research is useful to find out what is the most effective way in teaching particular skills in English subject. It is also an instrument to find out what is going on in the classroom, so that afte

this research, the teacher can choose the wise decision in doing the teaching process.

There were two cycles conducted in this research in which each cycle consisted of three sessions. First and second meetings were used to give treatment and the third meeting was used to do the post-test. Here, each cycle involved the four procedures: planning, action, observation and reflection.

Figure 1. The Model of Action Research by Kemmis and Mc. Taggart



1. Planning

Planning means the activity of preparing all the material or instruments that would be used.

2. Action

Action refers to what the teacher did in the classroom and how the class was managed based on the teaching learning scenario.

3. Observation

Observation refers to the activity to observe the classroom situation and to know the behavior during the process of teaching and learning. The information then recorded in I' field notes. The observation is one of the

most important things to consider, because in spite of the observation sheets that used, field notes can help I to know how the process run, because action research is not focusing in the products only but the process is more important.

4. Reflection

Reflection means a process of analyzing an experience of practice in order to describe, analyze, evaluate and so inform learning about practice. On the reflection, it is tried to understand the process, the strength and the weaknesses of an action. Moreover, it could be decided whether or not the action would be continued.

B. Research Setting

This study has been conducted at the second semester of the eighth grade of SMP N 1 Pakem in the school year 2013 / 2014. SMP N 1 Pakem is located at Jl. Kaliurang, Km. 17,5, Tegalsari, Pakembinangun, Pakem, Sleman, Yogyakarta. The school location is categorized as sub-urban area because it is located at the main road. The school had a headmaster, 24 teachers, and 9 staffs. They are very friendly during the research process. This school has some facilities to support the process of teaching and learning. There are 12 classrooms, a laboratory of sains, computer laboratory, language laboratory, headmaster room, teachers' room, staffs' room, a mosque, a library, a counseling room, an UKS or school health room, a yard, a storeroom, toilet, two canteens, a batik room, a *karawitan* room, a music room, and a hall.

I did classroom action research during the months (April to June) in the school year of 2013/2014.

The following time table of the research was listed in detail to the table below.

Table 4. The Scedule of the Research

No	Activities	Months/weeks								
		April		May				June		
		3	4	1	2	3	4	1	2	3
1	Research preparation	√								
	Making lesson plan	√								
	Preparing material		√							
	Writing instrument		√							
2	Research action		√	√	√	√	√	√		
	Teaching and learning		√	√	√	√	√	√		
	Observation		√	√	√	√	√	√		
	Evaluation and reflection				√		√	√		
	Data analysis							√		
3	Reporting									√
4	Writing									√

C. Research Subjects

The subjects of this research were the students of class 8C of SMP Negeri 1 Pakem which consists of 24 students, with 14 males and 10 females. They are still considered as young language learners because their age is around 13 and 14

years. They were chosen as the subjects of this study because their speaking ability was poor.

The data of the research was qualitative and quantitative data. The qualitative data was obtained from field notes during the treatment in each cycle. While the quantitative data, was obtained from the result of pre-test and post-test.

D. Research Instruments

In this research , the instruments that were used to collect the data were interview guidelines, observation checklist, and speaking scoring rubrics.

1. Observation Checklist

The main purpose in using the observation checklist was to enable the observer to record behaviors during sessions of the research quickly, accurately and with minimal interviewer effect on behaviors.

2. Interview Guidelines

Interview guidelines listed the questions or issued to be explored during the interview. It helped the researcher to conduct the interviews systematically.

3. Speaking Scoring Rubric

Speaking scoring rubric was used to assess and collect the data about students' speaking ability

E. Data Collection Techniques

The data collection techniques were qualitative in nature. The data were collected by interviewing the students and the teacher, conducting some observation during the teaching learning process, and the implementing of the

project work in the field. The data are in the form of field notes, interview transcripts, and students' scores.

F. Data Analysis Techniques

There are two kinds of data, namely qualitative and quantitative data. The qualitative data involved data that were obtained from field notes applied during the treatment in each cycle while the quantitative data are obtained from the result of pre-test and post-test.

Both of the data are analyzed descriptively. The result of the questionnaire is descriptively analyzed by comparing the result of the first, second and the third questionnaire. They were used to describe the subjects changing learning behaviors and learning difficulties. The result of the analysis was only used as an additional supporting data to conform the results of the quantitative data analysis.

The quantitative data were analyzed descriptively so as to reveal the extent of the subjects' progress or increasing ability in mastering speaking by comparing the result of pre-test and post-test. The mean score showed the level of improvement achieved by the students after following teaching and learning process through the implementation of films in teaching speaking.

Here is the analytical scale for assessing speaking by Nakatshura on his book entitled *Developing a Rating scale to Assess Speaking Skills of Japanese*.

Table 5. **Analytic Scale for Assessing Speaking**

Aspects	Score	Indicator
Pronunciation	1. Poor	Frequent pronunciation errors with a heavy non-native accent. Many phonemic errors that make understanding difficult.
	2. Fair	Identifiable deviation in pronunciations with some phonemics errors. Non-native accent requires careful listening, and mispronunciations lead to occasional misunderstanding.
	3. Good	Some identifiable deviation in pronunciation, but with phonemic errors. Non-native accent evident with occasional mispronunciations that do not interfere with understanding.
	4. Excellent	No consistent or conspicuous mispronunciation, approaches native-like pronunciation with good intonation and juncture.
Fluency	1. Poor	Speech is very slow and exceedingly halting, strained, and stumbling except for short or memorized expressions. Difficult for listener to perceive continuity in utterances and speaker may not be able to continue.

(Continued)

(Continued)

	2. Fair	Speech is slow and often hesitant and jerky. Sentences may be left uncompleted, but speaker is able to continue, however haltingly.
	3. Good	Speech is mostly smooth but with some hesitation unevenness cause primarily by rephrasing and grouping for words.
	4. Excellent	Speech is effortless and smooth with speed that approaches that of a native speaker.
Grammar	1. Poor	Any accuracy is limited to set or memorized expressions; limited control of even basic syntactic patterns. Frequent errors impede comprehension.
	2. Fair	Fair control of most basic syntactic patterns. Speaker always conveys meaning in simple sentences. Some important grammatical patterns are uncontrolled and errors may occasionally impede comprehension.
	3. Good	Good command of grammatical structures but with imperfect control of some patterns. Less evidence of complex patterns and idioms. Limited numbers of errors that are not serious and do not impede comprehension.

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	4. Excellent	Very strong command of grammatical structure and some evidence of difficult, complex patterns and idioms. Makes infrequent errors that do not impede comprehension.
Vocabulary	1. Poor	Limited range of vocabulary. Lack of repertoire and frequent errors in word choice often impede comprehension. Speaker shows no attempt at circumlocution when lacking a particular word.
	2. Fair	Adequate range of vocabulary with no evidence of sophistication. Some distinctly non-native expressions or errors in word choice may impede comprehension. No evidence of idiomatic expressions. Speaker has difficulty with circumlocution where lacking a particular word.

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	3. Good	Good range of vocabulary with limited evidence of sophistication. Some expressions distinctly non-native but always comprehensible. Speaker is comfortable with circumlocution when lacking a particular word.
	4. Excellent	Very good range of vocabulary with evidence of sophistication and native-like expression. Strong command of idiomatic expressions. Infrequent use of circumlocution because particular words are rarely lacking.
Interactive communication	1. Poor	Interaction is ineffective because it is too passive (talk only if required), it lacks coherence or it is monolog only. May show some (verbal or non-verbal) attempts to ask for repetition or paraphrasing, which are frequently unsuccessful.
	2. Fair	Communicates adequately in most every day contexts, but could be rather passive with responding and commenting. Asks for clarification (repetition, paraphrasing) verbally

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		or non-verbally, although occasionally it may be unsuccessful. Not effective enough to contribute to develop the interaction.
	3. Good	Communicates effectively by appropriately participating in turn-taking. Responds, comments (e.g. agree/ disagree), asks questions negotiates meanings verbally and non-verbally and develops the interaction in some but not all the occasions.
	4. Excellent	Almost wholly effective in communicating both actively and receptively in everyday contexts. Fully sensitive to turn-taking system. Contributes to collaborative topic development and maintenance by asking others to express/ expand their opinions and by negotiating meaning both verbally and non-verbally (e.g. ask for clarification indicate understanding, establish common ground, correct others' utterances and respond to requests for clarification).

G. Data Validity and Reliability

To make the data valid and reliable, I used the kinds of validity criteria proposed by Anderson in Burns (1999). They are democratic validity, outcome validity, process validity, dialogic validity and catalytic validity. Democratic validity would be obtained from the English teacher and the students as data resources. Outcome validity would be obtained by looking at the outcome or the result of the implementation of the use of movies in teaching speaking. Then, the next was process validity that would be obtained by doing triangulation technique. Dialogic validity would be obtained by doing some discussing for several times with the students, teacher, and the collaborator. The last was catalytic validity that had been obtained by doing interviews.

All the genuine data performed reliability of the research they are field notes, interview transcripts, observation checklist, students' speaking score, and photographs.

To fulfill the validity of the data, Burns (1999;161-166) proposed five types of validity. Each type is presented in the following discussion.

1. *Democratic validity*, it refers to the extent to which the research is truly collaborative. It was acquired through interviewing the English teacher and the students to find out their thought and opinions about the action or activities during the implementations of films in the teaching learning process.
2. *Outcome validity*, it refers to notion of actions leading to outcomes that are "successful" within the research context. In this research, the processes

were related to the improvement of students' speaking skills through the use of films.

3. *Process validity* that raises questions about process of conducting the research. To get the process validity, I collected the data through observation. In this research, the process was done in two cycles. Each cycle consisted of planning, actions, and observation and reflection steps. The process involved some different data sources and followed by some evidences that show the believable process.
4. *Catalytic validity*, that refers to the extent to which I allows participants to deepen their understanding of the social realities of the context and how they can make changes in the teachers' and learners' understanding of their role and the actions taken as a result of these changes, or by monitoring other participants' perceptions of problems in the research setting.
5. *Dialogue validity* that refers to the process collaborative enquiry or reflective dialogue with "critical friends" or others practitioners.

In order to get trustworthiness of the data and avoid subjectivity in the data analysis, Burns (1999:163) suggest four-triangulation techniques:

1. *Time triangulation*, the data are collected at one point in time or over a period of time to get sense of what are involved in the processes of the changes. This research was done in one and a half months.
2. *Space triangulation*, the data are collected across different subgroups of people to avoid the limitations of studies being conducted within one group.

3. *Investigator triangulation*, more than one observer is involved in the same research setting to avoid researcher being biased and to provide checks on the reliability of the observations. In this research, I worked together with English teacher and collaborator.
4. *Theoretical triangulation*, the data are analyzed from more than one perspectives to get trustworthiness. I used the triangulation techniques in which I gathered several points of view from students and the English teacher. The reability of the data had been gained by giving genuine data such as field notes, interviewing transcripts and other records.

I. Indicator of Success

The indicator of the success of this research will be based on oral proficiency scoring categories that you can see above on point D on data analysis technique. The research is considered as successful if the students make a significant improvement on their grammar, vocabulary, fluency, pronunciation and interactive communication.

CHAPTER IV

THE RESEARCH FINDINGS, AND DISCUSSION

This chapter consists of the findings and discussion. The findings consist of the reconnaissance step, implementation of the actions, and the scores of students' speaking skills. Then, the second part is discussion.

A. Findings

1. Reconnaissance

In the reconnaissance step, I conducted some activities to find the field problems. First, some observations were conducted focusing on the process of teaching and learning English in the Eighth grade of SMP N 1 Pakem. Then, I interviewed the English teacher and the students.

a. Identification of the Field Problems

The finding of the problems was based on the observations and the results of interviews. I did an observation on August 01st 2013. After conducting the observation, I interviewed some students. There were also some discussions with the English teacher concerning the teaching and learning process. Based on the observation and interviews and discussion there were several problems found during the teaching and learning process. The field problems which occurred during the teaching and learning process can be seen in Table 6.

**Table 6. Field Problems in the English Teaching and Learning Process
of VIII C SMP N 1 Pakem**

No.	Field Problems	Code
1	The students felt not confident to speak English.	S
2	The students were afraid of making mistakes when they spoke.	S
3	The students lacked vocabulary.	S
4	The students' pronunciation was still low.	S
5	Few students brought dictionaries.	S
6	The teacher rarely taught speaking, because most of the schedule is spent to teach reading and writing.	T
8	The activities that were given by the teacher were less varied.	T
9	The teacher usually used Indonesian in the process of teaching and learning English	T
10	The teacher used uninteresting method that would not engage students to speak up	T
11	There were enough media in the teaching and learning process but it was rarely used.	T
12	The students were less encouraged to work in groups.	S
13	Javanese and Indonesian were the dominant languages at class.	S
14	The teacher did not use the facilities provided in the school.	T

S: Students T: Teacher

a. Identification of the Field Problems to Solve

As stated in the beginning of Chapter 1, I only focused on improving the students' speaking skills by using films. Therefore, we decided to overcome the field problems based on the urgency level and feasibility to solve. The field problems to solve are presented in Table 7.

Table 7. The Field Problems to Solve

No.	Field Problems	Code
1	The students felt not confident to speak English.	S
2	The students were afraid of making mistakes when they spoke.	S
3	The students lacked vocabulary.	S
4	The students' pronunciation was still low.	S
5	The activities that were given by the teacher were less varied.	T
6	The teacher used uninteresting method that would not engage students to speak up	T
7	The students were less encouraged to work in groups.	S
8	The teacher did not use the facilities provided in the school.	T

After determining the field problems that would be solved, the discussion to analyze the field problems and main causes was carried out. This step was important to recognize the weaknesses in relation to the field problems found.

Table 8. Field Problems and Causes

No.	Field Problems	Main Causes
1	The students felt not confident to speak English.	Those three cases occurred because the process of teaching and learning English was only focusing on reading and writing which are tested in the National Exam.
2	The students were afraid of making mistakes when they spoke.	
3	The students' pronunciation was still low.	
4	The students lacked vocabulary.	Most of the time was spent to do some exercises from text books. So, students enrich their vocabulary only through textbook.
5	The activities that were given by the teacher were less varied so that the students got bored so easily.	
6	The teacher used uninteresting method that would not engage students to speak up	

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7	The students were less encouraged to work in groups.	Most of the activities in the classroom were mostly individual activity.
8	The teacher did not use the facilities provided in the school. So that, the students felt bored with the lessons and got sleepy so easily.	The students and the teacher spent most of the time inside the classroom although the school is facilitated with language laboratory and LCD projector the teacher was never used the facility because they only focused on doing exercises from the text book.

2. The Implementation of Cycle 1

a. Planning

Related to some field problems presented before, I planned to solve those problems with some techniques. The techniques focused on improving students' speaking skills through films. After discussing about the problems, the collaborator and I decided to plan some actions to be applied in the first cycle. The action plans of the first cycle that would be applied are presented below.

1) Using some songs to encourage students' enthusiasm

Students sometimes lost their motivation, they felt sleepy, and then they lost their concentration on the materials. By using songs, I hoped that the students would be more enthusiastic to always keep focusing on the lesson.

2) Using the classroom English during the teaching learning process

By using classroom English, I hoped that the atmosphere inside the classroom would be different than usual. It was aimed to stimulate and motivate the students to be confident to speak English. By using English as a major language inside the classroom, the students would be familiar with some English words that would be good to enrich students' vocabulary of English words. English was used almost all the time, but for some important instructions, the content of the materials delivered, and some unfamiliar case I translate it to Indonesian.

3) Giving the students enough time to do the task and prepare their performance

Speaking for Junior High School students needs preparation. It was different from adults. Adults were confident to speak without any enough preparation, but adolescence cannot do that. Inside the classroom, I planned to give the students some exercises related to the topic. Then, before performing their speaking, I gave them chance to prepare the text in the written form. After that, the student should memorize the text that they already made.

4) Giving feedback on students' performance

This technique would be applied in Cycle 1. I planned to use the way suggested by Hammer. After the student performing their speaking to retell the story from the film, I gave some comments related to students' pronunciation, fluency, accuracy, and grammar.

5) Giving vocabulary lists to the students

After considering the problems related to students' vocabulary, I planned to help the students to enrich their vocabulary through vocabulary list. By using the vocabulary list, the teacher would lead the students to practice the way to pronounce some unfamiliar English word and guess the synonym and also the meaning in Indonesian.

6) Asking the students to bring dictionaries

For everyday lesson, students rarely brought their dictionary with them. It affected the process of learning. I planned to remind them to bring their dictionary so that the process of teaching and learning English would run smoothly.

7) Motivating students to be confident to speak English

Most of the 8th grade students felt so shy to speak English. Due to this situation, I would use all my competences to help the students to have more understanding in learning English and to motivate them not to be afraid to start to speak. I would emphasize that making mistakes in speaking is better than just silence.

8) Using films as the technique to teach speaking

The use of film to help the students to improve their ability to speak was the most important technique here. I believed that after or

while watching the film students would get many advantages that already mentioned on Chapter II.

b. Actions and Observations in Cycle1

The actions were carried out two times on May 19th and May 20th 2014. The actions were focused on implementing the use of film which required the students to work in pairs. In this Cycle, the collaborators and I shared our duty during the teaching and learning process. While I implemented the actions, the collaborator took notes on the back of the class to observe the teaching and learning process. The data during Cycle 1 were collected through classroom observations, and field note taking. The complete description is provided below.

1) Using some songs to encourage students' enthusiasm

Before starting the lesson, I asked the students to sing a song entitled "double this that". After the lesson was finished, the students and I also sang that song again. By using this technique I could make the class condition more conducive. The students were talking less after singing a song or clapping their hands.

2) Using the classroom English during the teaching learning process

In teaching speaking, the students and I made an agreement in the beginning of the cycle 1. The agreement was talking about the language that would be used by the students and me. The students agreed to use English-Indonesian language.

Class, before jumping to the main lesson I want to make an agreement with you all. What language should I use in this classroom? Gimana enaknya pake bahasa apa? Indonesia-Inggris, Inggris-Indonesia atau Full English? Then all of the students answer Inggris-Indonesia aja Miss. Okay then I answered. If you find some difficulties please ask me by raising your hand ya. Tolong angkat tangan kalo ingin menanyakan sesuatu.
(Vignettes Tuesday, May 20th 2014, period 7-8 (11.40 – 13.20). See appendix A)

3) Giving the students enough time to do the task and prepare their performance

In applying this way, I was trying to be wise. To perform a speech or retelling a story, Junior High school students could not just perform in front of the class by doing nothing before. So, in Cycle 1 I asked the students to make the text in the written form first before performing it in front of the classroom. Then I gave students chance to memorize or understand the story at home between meeting 1 and meeting 2 in the cycle 1. I asked the students not to memorize words by words but they should understand the content of the story because it would make them easier in delivering the story.

“Okay students after watching this film you have to retell the story of the flying elephant. Jadi setelah nonton film pendek ini kalian harus menceritakan kembali ceritanya seperti apa. To help you retelling your story you may write the story first in your book. Boleh ditulis dulu ceritanya di buku kalian masing-masing. I have some picture to guide you writing the story. Ini saya akan bantu kalian dengan menunjukkan beberapa clue gambar di lcd. Do you understand all?” I explained what they have to do after watching the film. “Miss ini kelompok apa sendiri sendiri,” a boy asked. “Sendiri-sendiri ya”, answered the researcher.

The time is up while students were writing their story. *“Okay, because the time is up. You can continue working at home. You may copy the film from me.* **(Vignettes Monday, May 19th 2014. Period 2-4 (07.40-09.40). See appendix A)**

4) Giving feedback on students' performance

Feedback is important for the students to know how their performances are. For students who had low ability in speaking and also in retelling the story, I gave comments related to their weaknesses without made them feeling not confidence even desperate. For the students who had good mastery in speaking and also in retelling the story, I also gave comments to motivate them to keep their ability and also increase their ability.

“Okay, students listen to me, please. Ayo tolong perhatikan. Your friend was good in her pronunciation although there still be some mistake but it doesn’t matter. Okay Farah you have to keep your ability and try to improve that,” the researcher gave feedback to one of the students who just performed.

Then another student was finishing his performance, *“students please pay attention on my explanation, here Krisna just did a very good performance. His vocabularies bank are very good, banyak kata yang diganti agar lebih mudah dipahami oleh Krisna. Gramarnya juga bagus ya hampir tidak ada kalimat yang kehilangan verb atau subject. And he was also very confident. You can imitate Krisna.”* Those two students are just the examples of the feedback given by the researcher.

(Vignettes Meeting 5 Thursday, June 05th 2014 (13.45-15.05). See appendix A)

5) Giving vocabulary lists to the students

To enrich students' vocabulary, I used vocabulary list in every meeting. This technique used to introduce some new vocabularies to the students and also the meaning in Indonesian as well as the synonym in English. By having a vocabulary list the students would be helped in watching the film and also in telling back the story.

After finishing the assessment, the researcher gave paper to the students. The paper was about some unfamiliar vocabulary list that they will find in the movie. *“Does everybody got the paper?”* *“Yes”* the students answered. Then, the researcher lead the students how to

pronounce those vocabularies correctly and the students should repeat after the researcher.

Here is the vocabulary list, you can use this list to help you writing some important things that you would use to retelling the story of the film. Okay now, semua sudah dapat vocabulary list ya? Now repeat after me how to pronounce these words. Then I pronounced the word one by one and followed by the students.

(Vignettes Monday, May 19th 2014. Period 2-4 (07.40-09.40). See appendix A)

6) Asking the students to bring dictionaries

In Cycle 1, I told the students for bringing their dictionaries if they did not bring dictionaries, they could borrow them from the library.

I asked the students whether they brought their dictionaries with them or not, if they did not bring their dictionaries they can borrow it from the library. *“Do you bring your dictionary with you guys?” “No, kamus hp boleh Miss? Laptop?”* they asked whether they can use their mobile phone dictionary or their laptop dictionary or not. *“No, you cannot use your mobile phone dictionary, may be you can use your laptop”*, I explained. By using laptop, the collaborator and I can keep an eye to the students because it is bigger than mobile phones. When the students used their mobile phones, I and also the collaborator cannot control students’ usage of their mobile phone. **(Vignettes Tuesday, May 20th 2014, period 7-8 (11.40 – 13.20). See appendix A)**

A student then went to the library to borrow some dictionaries.

I helped by the collaborator kept eyes to those students who use their laptop to search for some unfamiliar words. It was done to minimize the probability that students would use their laptop for another unimportant activity like connect to the internet and check their facebook or twitter account.

7) Motivating students to be confident to speak English

As what I always emphasized, the students are better to make mistakes than never tried to speak. By making mistakes students would

learn something but by trying nothing the students would not learn anything.

8) Using films as the technique to teach speaking

I used two films in the research. The first film was 'The Flying Elephant'. It had been used in the first cycle. Then, for the second cycle I use a film entitled 'The Shoe Maker'. The level of difficulty between the first film and the second film was different. The second film entitled 'The Shoe Maker' was a little bit harder than the first one

From the interview, students were motivated more when the teacher used film in the teaching learning process. Here is the interview:

R: *Kalo pake film sama gak pake film itu lebih termotivasi mana?*
(Do you feel more motivated when the teacher using film in the classroom?)

S: *Kalo untuk text narrative sih enaknya pake film soalnya kan menghiburnya lebih gimana gitu.*
(I think it is better to use film when we are talking about narrative text. It will give different taste).

(Appendix B. Interview transcript, students 1)

The students also felt that film was interesting to be used inside the classroom. The students said that film made them more enthusiastic because they did not feel bored in joining the lesson.

R: *Jadi menurut kamu belajar pake film itu menarik apa enggak sih?* (Do you think that using film in the lesson is interesting?)

S: *Iya mbak menarik.* (Yes, it is)

R: *Kenapa kok menurut kamu itu menarik?* (Why should you think that the use of film is interesting?)

S: *Karena tidak cepat bosan.* (It does not make me bored in joining the lesson).

(Appendix B. Interview transcript, students 2)

The other students stated that films could also make the teacher easier in explaining the lesson.

R: *Jadi menurut kamu belajar pake film itu menarik apa enggak sih?* (So, do you think the use of film is interesting?)

S: *Iya menarik.* (Yes, I think so).

R: *Kenapa kok menurutmu itu menarik?* (Why do you think it is interesting?)

S: *Menurut saya jika dalam pembelajaran menggunakan film maka murid murid itu tidak bosan dan dapat menumbuhkan kreatifitas murid. Dan gurupun lebih mudah untuk menjelaskan karena lebih efektif.* (I think the use of film in the lesson can make students forgot with their boredom inside the classroom and it also can increase students' creativity. Furthermore, teachers will be easier to explaining the lesson.)

(Appendix B. Interview transcript, students 4)

c. Reflections I

After conducting the action in Cycle 1, the collaborator and I discussed how the action for the first cycle was running. We made some reflections to fulfill the democratic validity and the dialogic validity as already mentioned in Chapter III. The data were in the form of field notes and observation. These following statement are the reflection of the actions.

1) Using some songs to encourage students' enthusiasm

From the monitoring that had been done by both the collaborator and I, the students looked more enthusiastic in joining the English lesson. It could be seen while I asked them to start singing and clapping hands, students forgot with their sleepy feeling, hunger, and boredom. I also used this technique to make the class condition more conducive.

2) Using classroom English during the teaching learning process

Classroom English was used regularly in teaching and learning process. It was applied in opening, main activity, and closing. Generally, the classroom English was successful in improving the students' speaking skills and making them more familiar with some English words. Moreover, it could increase the students' opportunities to speak English during the teaching and learning process. It was because when I asked the students in English, the students answered them in English too.

However, not all students were confident to speak English or reply the questions. Some students were still shy to speak up so that I had to ask more than one time for anyone who wanted to be a volunteer to answer the question or perform a dialog. I repeated the same question to greet and give instruction so that the students' retention improved. I gave the English question they liked so that they could improve their motivation to speak English with other friends.

3) Giving the students enough time to do the task and prepare their performance

This technique was quite effective because it made the students well-prepared on performing their story of 'The Flying Elephant'. Some students used the time to comprehend as well as memorize the story well. It had been implemented by me. Because when we need to assess students' speaking skill on telling stories, we should also give them much time to work with themselves at home. They would use their time to comprehend the story to show their best performance.

4) Giving feedback on students' performance

After the action for the first cycle finished, by taking students' score I could conclude that students' ability to speak was a little bit increased. The ability that should be improved was covering some aspects such as pronunciation, fluency, grammar accuracy, vocabulary, and interactive communication. By holding those five aspects, I gave students some feedback to the students after the students done with their performance. Not many students who good in their pronunciation, but they were already asked by me to always keep and improve their pronunciation.

5) Giving vocabulary lists to the students

The aim to give students vocabulary list was to make the students more familiar with some English words that they did not find in their daily life. In those vocabularies list the students could find the meaning in Indonesia but they got some blank space about the synonym of those

words. Students could find the meaning by themselves by consulting their dictionaries.

6) Asking the students to bring dictionaries

As stated in the previous technique, students should bring their dictionary because in the lesson they would need it. I always told them that they had to bring their dictionary because as Indonesian people it was impossible to know all English words. In this classroom our aim was to study English and improving our speaking skill so, by consulting the dictionary I hoped students' vocabulary bank, pronunciation, and grammar would always be improved. In fact students did not bring their dictionary to the school. Only around 4 students from 24 bring their dictionaries or around 30 % bring their dictionaries.

7) Motivating students to be confident to speak English

From the result of the actions, the students still looked shy to express some words in English. The students still felt shy to ask a question and make a permission using English. There were only 3 to 5 boys who were confidence to use English whether the girls were around 4 to 6 students. They were afraid of making mistakes so, they did not want to speak. Besides, they also felt shy when they speak in English then they become attention grabber inside the classroom. This kind of situation should not be accustomed because the students should always have strong motivation to improve their ability by not being ridicule.

8) Using films as the technique to teach speaking

From the interview conducted after the cycle, students told that the use of film in teaching narrative was working. We could see that the use of film in teaching narrative was suitable not only from the result but also the process. The process of teaching and learning English using film was quite successful. The students could engage with the lesson and drown in the discussion further. They paid attention to the movie and did the task in a good way.

3. The Implementation of Cycle 2

a. Planning

Based on the experience found in Cycle 1, it was determined that Cycle II still focused on the same problems found in Cycle 1. I decided to apply a little bit same activities on the next cycle. I hoped that the process of teaching and learning English would be more enjoyable and the students speaking skill would significantly improve. The action plan would be the same as the first cycle due to the same problems that have been found at Cycle 1. The action plan for Cycle II is revealed on these following points.

1) Using some songs to encourage students' enthusiasm

As we found in Cycle 1 and from the very beginning observation, songs would give good effect for the students especially to reduce students' boredom and make the class condition more conducive. I still wanted to use this activity in the classroom since it brought good effect for the students and also to the class condition.

2) Using classroom English during the teaching learning process

This action was the same as the planning action in Cycle 1 that was the classroom English would be used in some ways such as opening, the lesson and greeting the students, explaining the materials, giving the instructions, giving feedback, and closing the meeting. The difference with the previous action was that I would not translate the expressions which were usually used during Cycle 1 as the students were already familiar with greeting and simple instruction expressions.

3) Giving the students enough time to do the task and prepare their performance

This kind of technique should still be used because students in Junior High School had different speed to do some task and memorizing stories with adult. Students in class 8C still requested for more time to memorize the story from the film. I planned to do the same technique with the previous one. Students would have more time to memorize the story in home. So, the spare time between the first meeting and the second meeting in Cycle 2 would be used by the students to memorize the story that they should retell in front of the class.

4) Giving feedback on students' performance

As found in Cycle 1, though the students' pronunciation, fluency, grammar accuracy, vocabulary mastery and interactive communication were still low. They were very enthusiastic knowing the correct pronunciation of some words and how the intonation is. Thus, I

planned to keep giving feedback on students' pronunciation, fluency, grammar accuracy, vocabulary mastery and interactive communication to improve their speaking skills so that they did not make mistakes in the next activities.

5) Giving vocabulary lists to the students

This activity had been planned because this activity was so important to build students bank of vocabularies. The students planned to get new vocabulary list related to another new film. Although I expected students to have good vocabulary mastery, I did not give many new vocabularies to the students. I believed that it is good to give few vocabularies but students get it and understand about it than give too many but the students do not understand at all.

6) Asking the students to bring dictionaries

For so many times I never bored to remind the students to bring their dictionaries so whenever they needed it they could just take them from their bags and opened them. If all students brought dictionaries, there would be no much time which had been lost just for waiting students borrowing dictionaries at the library. It would not take so much time if students bought their own dictionaries. So, students and researcher could save time for doing other important activities such as discussing the meaning or the synonym of the vocabularies.

7) Motivating students to be confident to speak English

Javanese was so familiar for students because those are Javanese people. Students always used that language sometimes for asking or

requesting any information. I tried to always motivate the students not to use Indonesian even Javanese inside the classroom during the English lesson. I hoped after the lesson in spite of being able to retell story in English they were also able to use some expressions in their daily life at least only for greeting or thanking.

8) Using films as the technique to teach speaking

Because the main technique that planned would give much improvement to students' speaking skill is using film, at the Cycle 2 I still use film in the lesson. The next film was entitled 'The Shoe Maker'. At the lesson plan, I would apply 'pause and speak'. When the film played, I would stop it and the students should explain what was going on in the film. Without any preparation students would tell what they just watched. By doing this activity, I hoped students would be stimulated to speak in English without any fear and hesitancy of making mistakes.

Firstly, I asked the students to work in pairs. I planned to play the film three times with some pauses. When I stopped there would be a student telling about what was going on in the film, then I would continue the film and pause it then there would be another student telling the continuance of the story. Then it would be repeated until all pairs got a chance to speak. After that, students still have to make the summary of the film in the written form that would be performed on the second meeting of Cycle 2.

9) Giving a chance to the students to practice their speaking through impromptu technique

As stated in the previous point, students should do impromptu speaking in retelling what was going on in the film after I stopped it. Students may work in pairs because it belongs to practice part in the PPP (Presentation Practice Production) technique. I applied this activity in hope to make students' fluency improve and also make them more confidence to speak in English. Although students would make some mistakes, I would not consider mistakes as mistakes.

b. Actions and Observations in Cycle 2

Cycle 2 consisted of two meetings on May 26th 2014 and June 5th 2014. The actions were focused on implementing the use of film which required the students to work in pairs. The same as the first Cycle, in this Cycle the collaborators and I shared the duty during the teaching and learning process. While I implemented the actions, the collaborator took notes on the back of the class to observe the teaching and learning process. The data during Cycle 1 were collected through classroom observations, and field note taking. The complete description is provided below.

1) Using some songs to encourage students' enthusiasm

I implemented songs and hand-clapping in the classroom because those worked for the first cycle. So I implemented this technique again in the second cycle. It worked to reduce students sleepy feeling and boredom. Through this technique the students

would stop talking with their pairs and it was good to make the class condition more conducive. In addition, the students should also get enjoyable atmosphere inside the classroom. That is why I kept using this technique. After singing the song and clapping hands students' facial expression looked more cheerful. The description of the action can be seen in these following vignettes.

Today's lesson starts at 11.40 till 13.20. This is the last period of the day. Students were looked so sleepy and tired, to make them engage on the lesson, I asked the students to sing a song entitled "*If you happy and you know it clap your hands*" and clap hand with the students. (Field notes meeting 4)

As the previous meeting, because it was held in the afternoon and after school time students were looked so sleepy and tired, to make them engage on the lesson, I asked the students to sing a song entitled "*If you happy and you know it clap your hands*" and clap hand with the students. I tried to look enthusiasm to motivate the students. "*I look you are so sleepy. Are you sleepy or hungry? So let's sing a song and clap your hands together with me.*" (Field notes meeting 5) **(Vignettes Meeting 5 on Thursday, June 05th 2014. (13.45 – 15.05). See appendix A)**

2) Using the classroom English during the teaching learning process

I applied classroom English in the action of the second cycle because it significantly improved students' speaking skill and students' confidence to speak up using English. They understood the expressions that were usually said by the teacher in the first cycle without translation such as expressions for giving short instructions and greeting the students. They also understood short explanation. The use of English to greet and reply the greeting can be seen in this following vignette.

“Good morning all!” They answered, “Good Morning, Miss.” “How are you today?” “I am fine thank you and you?” Then I answered “Very well thanks.” “Who is the chairperson? Please lead the prayer Rico!” “Okay, friend before starting the lesson lets pray together. Pray begin.....finished.” All students were serious to do the prayer. I told them, “After we pray, we should not say ‘finished’ to finish the prayer we might say Ameen or do not say anything. It heard more polite. Got it all? Ini untuk semua tidak hanya untuk ketua kelasnya saja ya.”(Vignettes meeting 4 on Monday, May 26th 2014, period 2-4 (07.40 – 09.40). See appendix A)

3) Giving the students enough time to do the task and prepare their performance

After watching the film entitled ‘The Shoe Maker’ students’ task was to make the written text of the story. They should write the important thing only but most of the students prefer to write the full story. Students write the story helped by some pictures taken from the film. I told the students that they might write one sentence from one picture. Before showing the picture to the students I already prepared the picture taken from the film and made sure that every picture would have different characteristics that keep the plot of the story. I gave enough time to the students to write every sentence. It was around 3-5 minutes each sentence. After finishing their written text, they should memorize the content of the story at home. I believed that students would not get as what has been expected if they memorized the story at school, because we got not much time.

The time was up and nobody has performed in front of the classroom. *“Okay students, because the time is up. You can continue working at home. You have to memorize the content of the story do not memorize it words by words but please understand the*

content of the story. Thankyou very much for your attention and your participation. Good afternoon and wassalamualaikum warromatullahi wabarohkatuh “waalaikumsalam warohmatullahi wabarohkatuh” “See you guys” “See you Miss”. **(Vignettes meeting 4 on Monday, May 26th 2014, period 2-4 (07.40 – 09.40). See appendix A)**

4) Giving feedback on students’ performance

I always gave feedback to the students after performing their speaking skill in front of the classroom. I highlighted the words that were mispronounced by the students then wrote them on the board. After that I taught how to pronounce them. Sometimes, I contacted the notebook or the computer and sounded off the word to make the students had clearer comprehension about the pronunciation

After performing to retell the story of the shoe maker, each student got feedback from I, mostly about their pronunciation. Some word with –ed ending still difficult to be pronounced. Then students still also hard to pronounce some words like leather, laid, aside, exquisitely, crafted, begun, fitted, perfectly, paid, generous, fit, left, pieces, hopping, masterpieces, enough, known, town, hide, elves, tiptoed, shabbily, etc. “*Okay, students listen to me, please. Ayo tolong perhatikan. Your friend was good in her pronunciation although there still be some mistake but it doesn’t matter. Okay Farah you have to keep your ability and try to improve that,*” I gave feedback to one of the students who just performed.

Then another student was finishing his performance, “*students please pay attention on my explanation, here Krisna just did a very good performance. His vocabularies bank are very good, banyak kata yang diganti agar lebih mudah dipahami oleh Krisna. Grammarsnya juga bagus ya hampir tidak ada kalimat yang kehilangan verb atau subject. And he was also very confident. You can imitate Krisna.*” **(Vignettes Meeting 5, Thursday, June 05th 2014. (13.45 – 15.05). See appendix A)**

5) Giving a vocabulary list to the students

The use of vocabulary list was effective for the students improving their vocabulary mastery. The students got a vocabulary list and then

they should search the synonym and the meaning of the words. After that the students should pronounce the words correctly.

I used another film for the second cycle, so that I gave another different vocabulary list to the students. I distributed the paper then after all the students got the paper I asked the students to read and understand what was there on the paper. After that students were asked to repeat the words after I. “*Okay repeat after me ya.*” When I found some word that quite hard to pronounce she checked the word first on the spoken dictionary and asked them to repeat. “*Ni dek dengerin bule kalo ngomong kayak gini.*” (**Vignettes Monday, May 26th 2014, period 2-4 (07.40 – 09.40). See appendix A**)

6) Asking the students to bring dictionaries

As always stated on the first cycle, as English learners, students should always bring and consult their dictionaries. If they always forget to bring their dictionary they would never find an answer to a question that they had themselves. Like a guitarist who needs his guitar, an English learner would also need his dictionary if they want to improve their ability.

7) Motivating students to be confident to speak English

I still tried to motivate students to use English although the students still gave answer in Javanese or Indonesian by applying impromptu technique of speaking, I hoped that students would be motivated to speak using English.

8) Using films as the technique to teach speaking

Using film is the main technique that I relied on. On the second cycle I use different film from the first one. The use of the film for the second cycle was like this. Firstly, I asked the students to work in pairs. I played the film three times with some pauses. When I stopped,

there would be a student telling about what was going on in the film. Then I continued the film and paused it then there were another student telling the continuance of the story. Then it has been repeated until all pairs got a chance to speak. After that, students still have to make the summary of the film in the written form that would be performed on the second meeting of Cycle 2.

I then played the film entitled *"The Shoe Maker"*. I told the students that the film would be played with some pauses and then the students have to pay attention on the film before telling the cutoff of the film to their friends. The students might work in pairs. Before the film end, I pause the film then asked the students. *"How is the story of this film? Ada yang mau bercerita?" "Bahasa Indonesia boleh Miss"*, they asked. *"Iya boleh silahkan siapa? Okay Tazkia. Please tell your friend about this film."* I got a girl who wanted to try to tell what was going on in the film. *"Jadi itu kan ada seorang pembuat sepatu yang hidupnya itu miskin. Terus pada suatu hari, eh suatu malam gitu dia sedang membuat sepatu terus dia merasa capek trus dia istirahat tidur terus udah."* *"Okay good, please give applause for Tazkia."* I tried to give such reward for those who have an effort on this subject. Then I continued to play the film again, then paused it. *"Now what's going on with the shoe maker? Ayo siapa mau bercerita? Yak Rico gimana dek ceritanya tadi?"* I asked who want to tell the story. *"Tadi itu setelah bangun tidur, pada paginya, si pembuat sepatu itu menemukan sepasang sepatu sudah jadi dan sangat indah. Lalu dia menjual sepatu itu dan langsung di beli sama ibu ibu yg gendut tadi gak tau siapa namanya."* *"Mrs Sniggins"*, I corrected it. *"Iya itu Mrs. Sniggins terus uangnya itu dipake untuk membeli bahan untuk membuat sepatu lagi, lebih banyak. Udah Miss"*. *"Allright bsgus yaa tepuk tangannya mana untuk Rico,"* I asked for students' applause. Then I continued it until all the groups got chances to telling the story from the film.

After that, I played the full film without any pauses. Then they have to write it on their book about the film. Then the next meeting they have to retell the story of *"The Shoe Maker"*. **(Vignettes meeting 4 on Monday, May 26th 2014, period 2-4 (07.40 – 09.40). See appendix A)**

9) Giving a chance to the students to practice their speaking through impromptu technique

As stated on the previous point, the students should try to explain what was going on in the film. Some students used Indonesian while some students used English. I help those students who tried to use English in order to make them more motivated.

c. Reflections II

1) Using some songs to encourage students' enthusiasm

From the discussion between the collaborator and me, we knew that the use of songs and hand clapping for students were working. It was useful to release students' sleepy feeling and make the class condition more conducive. This technique could be implemented on the classroom if I became a real teacher then. The English teacher of Junior High School could also use this technique when they found the students made the class noisy. The students also looked so happy and like to play this activity in the classroom. The aim to use this technique to make the class atmosphere felt more enjoyable was successful.

2) Using classroom English during the teaching learning process

Through the observation done during the action on Cycle 2 that classroom English was successful on making the students more familiar to many English words especially those words used on daily expressions. Students were able to use expression to ask permission to go to the toilet, to ask for questions and repetition, and to lead the prayer.

3) Giving the students enough time to do the task and prepare their performance

By this technique, the students were well-prepared in performing their story of 'The Shoe Maker'. Some students used the time to comprehend as well as memorize the story well. It has been implemented because when we need to assess students' speaking skill in telling stories. We should also give them much time to work with themselves at home. They would use their time to comprehend the story to show their best performance.

4) Giving feedback on students' performance

Giving feedback on students' performance had improved their confidence in speaking. It also helped them in understanding the materials. The frequent feedback I gave made them more confident. They did not hesitate to ask many questions. They rarely made the same mistakes or errors.

5) Giving vocabulary lists to the students

A vocabulary list which was distributed to the students during the teaching and learning process helped all students in studying new vocabularies. I believed that all word that already distributed were still unfamiliar to them, so I hoped it could improve their vocabulary collection and become their basic knowledge before they study English further.

6) Asking the students to bring dictionaries

In fact, although I always reminded students to bring their dictionaries the students still did not bring their dictionary. So it still took times to borrow the dictionary from the library.

7) Motivating students to be confident to speak English

From the action in Cycle 2, students looked more confidence than the first cycle. Students were not shy to express some words in English like asking questions and make permissions using English. I was proud of them and appreciated those students who did well for their speaking skill. I never forgot to motivate students that English is not a monster, English is easy, English teachers are friendly. Students should always try to speak even though they made some mistakes.

Making mistakes in learning English is different from making sin. It is better to make mistakes because of doing something than never made any mistakes because doing nothing. I always emphasized that because those students were still on Junior High School need much motivation. Later by the time, they would study by themselves that they would never repeat the same mistakes. It would be useful for them as a beginner learner of English.

8) Using films as the technique to teach speaking

The aim of using film to improve students' speaking skill was successful. The goals were not only on the product after the research end but also the process. The product here means the students' score while process here means all activity during the teaching and learning process. I implemented an action research method which believed that

the most important thing is not only on the product but also the process. I wanted to make the process of teaching and learning English run in the enjoyable atmosphere without put on one side the aims of the lesson plan.

9) Giving a chance to the students to practice their speaking through impromptu technique

Students could use that chance to improve their speaking skill without any preparation. Whatever said by the students would be all right because I always motivated them to be brave to speak up. Mistakes would not consider as mistakes, because by doing a mistake students would learn something.

Considering the findings of Cycle 2 that all actions were successful in improving the students' speaking skills and the objective of the research was achieved, the collaborators and I agreed to end this research in this cycle. In summary, the change result of teaching and learning process during Cycle 1 and Cycle 2 can be seen in this following table.

Table 9. The Result of the Research

No	Actions	After Cycle 1	After Cycle 2
1	The students felt not confident to speak English.	Most of the students were still shy to speak although only for saying some daily expression like greet the teacher or ask for permission and repetition.	There were some students who were confident to speak up using English in greeting the teacher or asking for permission and repetition.
2	The students were afraid of making mistakes when they spoke.	Almost all students did not brave to use English to speak up. They mostly use Javanese as their mother tongue to speak even with the English teacher. But sometimes they also use Indonesian.	Some students started to use English although I still found some mistakes.
3	The students lacked vocabulary.	Students still did not improve their vocabularies collection.	Only a few students improve their vocabulary collection. It can be seen from their performance.

(Continued)

(Continued)

4	The students' pronunciation was still low.	Some students still found problems in pronouncing particular words.	Most of the students were able to pronounce words correctly.
5	The activities that given by the teacher were less varied so that the students got bored so easily.	Most of students were very happy and interested in the activities.	Almost all of the students were very happy in the activities given by the teacher. They could follow the rules. They were very enthusiastic during the lessons.
6	The method used by the teacher less likely engaged the students to speak up.	Most of the students started to confidence to speak up.	Almost all of the students looked more confidence when they speak up. Although still be found some mistakes, I kept motivating them to speak up.

(Continued)

(Continued)

7	The students were less encouraged to work in groups.	Most of the students could work in group nicely. They discussed when they were asked to discuss. But some students copied their friends' texts. There were around 4 students did that.	Most of the students were able to work in group as well as in pairs. Some students copied their friends' texts the number was decreased. It was only two students.
8	There are many facilities to support the teaching learning process but it's never used by the teacher. So that, the students felt bored with the lessons and got sleepy so easily.	I was using film and it needs LCD projector, movie player program and power point program. All the students were very enthusiastic in joining the lesson. Then they looked enjoy with the lesson.	All the students looked enthusiastic to join the lesson till the period was ended.

4. The Scores of the Students' Speaking Skills during the Teaching and Learning Process

As had been stated before, the use of film and its supplementary actions were successful in improving the students' speaking skills during two cycles. That finding could be inferred from the observations of the teaching and learning process, the interviews with the students and the collaborators, and the interview conducted at the end of cycle II. Because action research not merely depends on the products, besides assessing students' speaking skill, the collaborator and I observing and taking notes about what the classroom condition like.

The collaborator and I found that during the teaching and learning process, students looked enjoy with the classroom atmosphere and they could follow the lesson smoothly. To know whether the aim of the course grid and the lesson plan had been achieved, the collaborator and I assessed students' speaking skills as the product of the teaching and learning process.

We provided the result of the students' speaking performance before and during actions to support the findings. Before the actions, we assessed the students' speaking performance on April 29th 2014 the students created a recount text and then performed it in front of the class. Meanwhile, the students speaking performance during the implementation of action were conducted on May 20th 2014 and June 05th 2014. After that the students performed their final product on June 07th 2014. The students summarized the story from the film and performed it individually. The comparison between

two performances supported the findings of the research. We used the same speaking rubric to assess the students' speaking skill.

According to the comparison among each student's mean in both performances, there was an improvement on the students' speaking skills. Many of the students got higher scores in the second performance. In addition the comparison among each aspect of the speaking skills in both performances revealed a positive change though some aspects needed to be improved. Generally, the students made a good improvement in pronunciation, fluency, vocabulary. Grammar accuracy and interactive communication were the two aspects that needed to be improved by the English teacher in the next teaching and learning process.

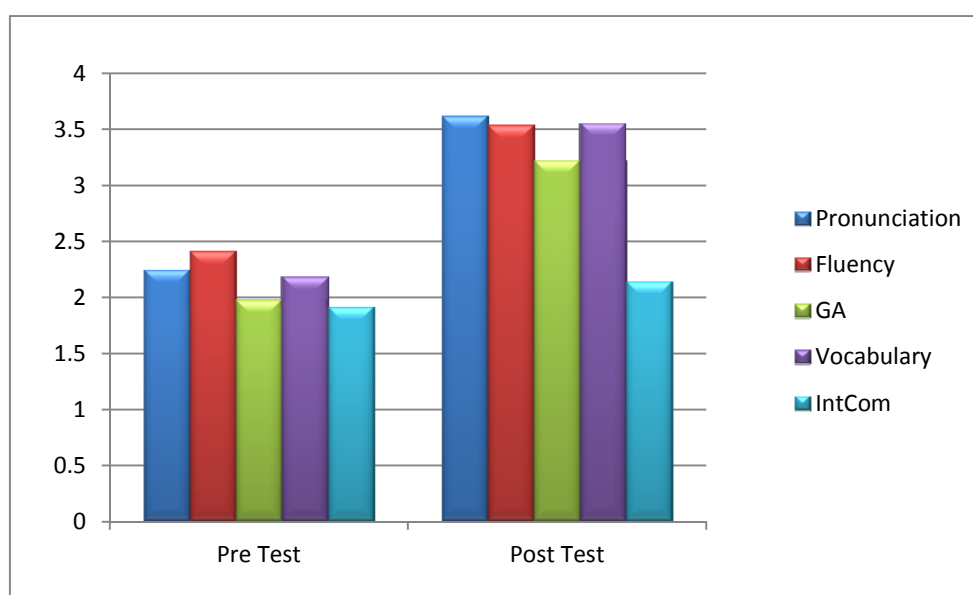
This following table and chart show students' score from the pre-test and also the post-test. From the chart, it can be concluded that students speaking ability was significantly improved. However there is an aspect that should be improved by the teacher, it was students' interactive communication ability. Overall, students' performance was good and reached the goal to be able to retelling narrative texts in the form of monologue.

The following table shows the mean scores of the students. The scores were obtained from the accumulation of the total scores from the collaborator and mine. Then, the scores were divided by two to get the mean. Furthermore, the comparison among each aspects of speaking skills between two performances can be seen

Table 10. Students Mean Score on Pre-test and Post-test

	Pronunciation	Fluency	Grammar accuracy	Vocabulary	Interactive Communication
Pre Test	2.25	2.416667	3.541667	2.1875	1.916667
Post Test	3.625	3.541667	3.229167	3.5625	2.145833

Chart 1. Student Speaking Skill Improvement



B. Discussion

Communication is one of essential needs in today's life, including activities in transferring and exchanging knowledge and information. The ability to communicate effectively could not be separated from the role of language in communication. Language is a communication tool which is used to understand and express information, thoughts, feelings, and as a tool to develop knowledge, technology and culture.

English as foreign language is a compulsory subject taught in high and secondary schools aims at preparing students to be able to communicate in English in the communication context that meets their needs. It is also used to prepare student to be able to communicate in the daily life based on global needs and prepare students to develop communication to the higher level.

To be able to transfer knowledge and exchanging knowledge and information in English effectively and successfully, students should have good speaking skills. In relation to that needs, the goal of teaching English in Junior High School is preparing students to be able to speak English and understand English uttered by other people.

In this research, I covered the goals by using PPP (*Presentation, Practice and Production*) technique. The choice of this technique was based on the most suitable technique to teach speaking. In addition, it was also based on the English teaching technique applied in the school. It consisted of three main steps. Those are presentation, practice and production.

In presentation step, the teacher introduced narrative text to the students including the generic structure and gave an example of narrative text.

In practice steps the teacher played the film and the students should fill in the blank space on the text with the appropriate word based on the film. On the second cycle the students should explain some cutting part from the film. This was important to stimulate students' willingness to speak.

Then for the production step, the students should summarize the film and then retelling it in front of the classroom. Several games were also applied in the teaching and learning process.

The use of film in the teaching and learning process was done due to some reasons. Firstly, through film students can extend the learning beyond the textbook, films can build students' interest, films can meet additional learning style, films can provide teachable moment, watching films can be a good thing to do on days when students would be unfocused and the characters on the films can be good models to follow by the students, in which the way they are talking.

The findings show that film which was taken from www.youtube.com supported by some activity designed for the better classroom atmosphere could improve students' speaking skills which could be seen from the improvements of five indicators. Those are pronunciation, fluency, grammar accuracy, vocabulary, and interactive communication. Then, other important thing related to the success of the action is that film could make the atmosphere inside the classroom become more enjoyable and fun.

The two cycles in this research were done. The research was begun on April 26th 2014 and ended on June 07th 2014. In both cycles, I implemented the use of film in the process of teaching and learning. There were some successful and unsuccessful actions in the first cycle. They were students' pronunciation, fluency and interactive communication. Students did not have much input for the pronunciation practice so their pronunciation still needed to be improved by doing some treatment.

Then, students' low fluency ability which was still low because they felt unconfident to speak in English because they are afraid of making mistakes. Moreover, there was also some unsuccessful goal on the second cycle which was students' interactive communication. Because this aspect was not become the

main ability that should be improved by the eighth grade students of junior high school, I did not really emphasize some actions to improve this aspect. I chose to do that because the main goal of the lesson plan was making students being able to retelling narrative texts. These following are further explanation about the two cycles.

1. The design of action in cycle 1

In the first cycle, there were two meetings in this cycle. Film was used on this cycle as well as on the second cycle because our main technique that was wished to improve students' speaking skills was the use of film. Here are the successful and unsuccessful actions in cycle 1.

a. The successful actions

- 1) The goal of using film inside the classroom to build students interest was successfully achieved. Students looked enthusiastic and interested during the teaching learning process. They could understand the message and also the plot of the film well and they became more active in joining the lesson.
- 2) Students' vocabulary mastery was improved in this cycle. Before the improvement was seen, I implemented the use of vocabulary list to help students convey the meaning of some unfamiliar words easily.
- 3) Students' grammar accuracy was a little bit improved. It could be seen from their performance. Students' grammar accuracy in the first cycle was better compared with the pre-test.

b. The unsuccessful actions

- 1) Most of the students were still difficult and make mistakes while pronouncing certain unfamiliar words or phrase.
- 2) Students' fluency still needed to be improved through some treatments.

2. The design of action in cycle 2

In cycle 2, I implemented films in the teaching and learning process. There were two meetings in this cycle. There were some differences of the action between the first cycle and this cycle. First, in the first cycle I asked the students to fill in the blank space in their assignment sheet. This was just like doing "missing lyric" games but the different was that we use film not song. It could be called as "missing subtitles".

Students did "missing subtitles" assignment individually. It was different from the second cycle, I use film but I did not play "missing subtitles". I prefer stimulate students speaking skills by relied on their comprehension to the story plot of the film. I was pausing the film after some minutes. Then students could explain what the story was like. Students may works in pairs in this part of action. But they should explain individually.

a. The successful actions

Almost all aspect from speaking was improved. Students' got better scores on pronunciation, fluency, grammar accuracy and vocabulary mastery. Several successful aspects can be seen as follows:

- 1) Students pronunciation was improved
- 2) Students fluency was improved

- 3) Students grammar accuracy was improved
- 4) Students vocabulary was improved
- b. The unsuccessful actions

The last aspect which was interactive communication could not be improved significantly by the students.

- 1) Students interactive communication was not significantly improved
- 2) Students did not use their dictionaries to help them

Table 11. The Improvement of Students' Speaking Scores

Score	Pre-Test	Post-Test
Mean	11.2	15.9

The table above showed the changes on the students' scores which increased significantly. The mean scores of 8C students in the pre-test were 11.2 and increased to 15.9 for the post-test. Student maximum score for the pre-test was 13 and the minimum score for the pre-test was 9.5. Then for cycle 2 students maximum score was 18.5 and the minimum score was 12.5. In conclusion, the use of film in the process of teaching and learning English speaking skill for junior high school was proven to improve students' speaking skills. The change between the results of pre-test and post-test can be seen in this following chart

Chart 2. The Improvement of Students' Speaking Scores

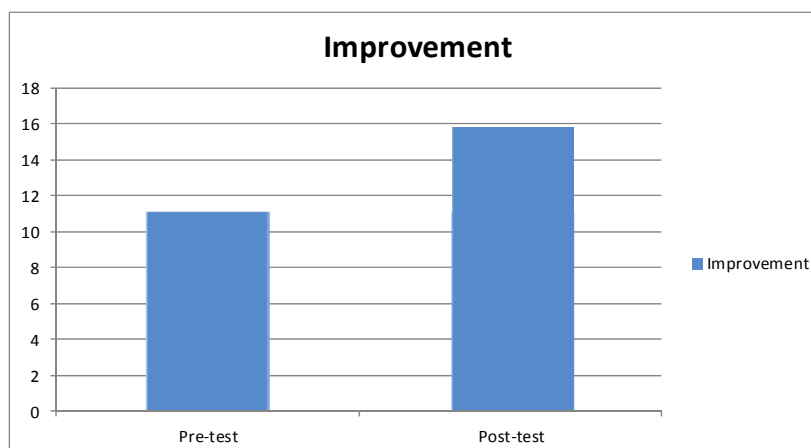
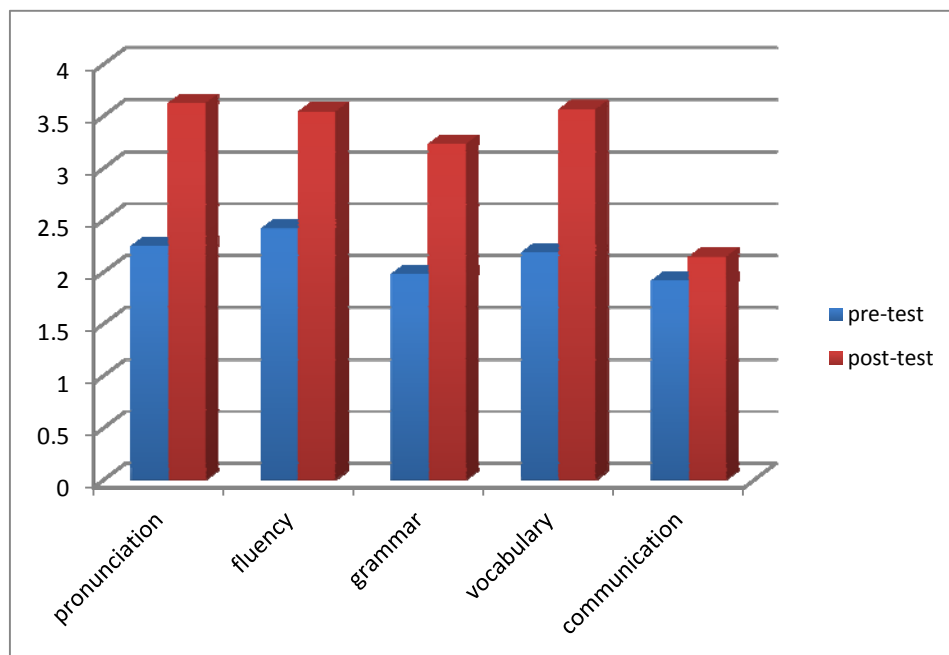


Table 12. Students Speaking Skills Mean Scores of Every Aspect.

	pronunciation	fluency	grammar	vocabulary	communication
Pre-test	2.25	2.416667	1.979167	2.1875	1.916667
Post-test	3.625	3.541667	3.229167	3.5625	2.145833

The table above is students mean of scores for each aspect such as pronunciation, fluency, grammar accuracy, vocabulary and interactive communication. Those scores were the mean from rater 1 score sum with rater 2 scores and then divided by two. Then, after each students score for every aspect was gotten, I sum all students' scores for each aspect then divided to 24. After that we got those scores. Here is the chart of students' speaking ability for each aspect.

Chart 3. Students Speaking Skills Mean Scores of Every Aspect.



CHAPTER V

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

This chapter discusses the conclusions of the research, implications, and suggestions for the English teacher, the school institutions and to the other researchers. The discussion of each section will be delivered as follows.

A. Conclusions

Based on the result of the action discussed in the previous chapter, I can conclude some important points. This study was implemented to the eighth grade students of SMP N 1 Pakem on April to June 2014 in the second semester of the academic year of 2013/ 2014. This research was successful to improve the speaking skill of the eighth grade students at SMP N 1 Pakem using film. The actions carried out in two cycles could improve the students' pronunciations, fluency, and vocabularies. The use of films as the input text was the main action in this research. I also used some techniques to support the success of the action.

The total mean of the 8C for the pre-test is 11.2 then it had been improved to 15.9 for the post-test. The improvement was 4.7 or 42 %. This number was gained from the range 4.7 divided with 11.2 and multiplied with 100 %. It can be seen that almost all students improved their speaking skills through five aspects. Pronunciation was improved from 2.2 on the pre-test to 3.6 on the post-test. The percentage was 63.6 %. Students' fluency was improved from 2.4 to 3.5 or 46 %. Grammar accuracy was improved from 1.9 to 3.2 or 68 %. Then students' vocabulary mastery was improved from 2.1 to 3.5 or 66 %. The last aspect is

students' interactive communication was not improved significantly for about 1.9 to 2.1 or about 10 %.

After implementing the two cycles, I found some ways to improve the speaking skill of the eighth grade students at SMP N 1 Pakem by using film in the academic year of 2013/ 2014. Firstly, the action using film could attract students' attention and motivation in the teaching and learning process. The use of film could also make the classroom atmosphere more enjoyable so that the students could engage in the lesson. It also made them could perform their best at the assessing time.

Secondly, the use of film in the enjoyable atmosphere was able to make the students more enthusiastic to engage in the lesson. Besides using film I also used some song to encourage students' motivation and reduce their boredom even unwillingness to join the lesson. It worked to reduce students' boredom and unwillingness toward English and also increased students' motivation.

I implemented classroom English although still there much translation there. I always gave an Indonesian translation after giving some explanations and instructions. But many students still used Indonesian or even Javanese, at least they could use English when they greet me or the teacher and when the students want to ask for permission.

B. Implications

The conclusions have described the use of films to improve students' speaking skill. The implications of the research are presented as follows:

1. The use of film can attract students' enthusiasm and motivation toward English in the teaching and learning process. By using film, students can

listen and watch the way to pronounce words in English. Besides, film can make the students more fun in joining the lesson. This is effective to attract their attention and also change the monotonous teaching and learning process of speaking.

2. I always gave feedback after the students perform their speaking skills. It was success to make the students realizing their weaknesses and their strength so that they can improve their strength and reduce their weaknesses.
3. The use of songs and hand clapping were successful to make the students more enthusiasm to join the lesson in the fun and enjoyable atmosphere. By this technique, I found that the students could change their opinion that English is not like monster. English became fun and loveable when the teacher could explore their creativity more.
4. The use of vocabulary list was effective to improve students' collections of vocabularies. By using vocabulary list students can increase their vocabulary with many new English words that are unfamiliar to the students. Besides, the students could also know the meaning and the synonym even the antonym of a particular word. It was useful to help the students in writing and summarizing their narrative text and also performing it.

C. Suggestions

Some suggestions are given to the English teacher, the school instution and for other researchers. The suggestions are made based on the conclusions and implications of this study. They are presented as follows:

1. For the English Teacher

The English teacher should consider the students' needs and interest before designing the speaking materials. Besides, it is also important for the teacher to vary the activities and make use the school facilities well to build a creative and fun atmosphere. Teacher's creativity can engage the students in the lesson and reduce students' boredom and monotonous teaching learning activity. In addition, the teacher is required to use filmz in the teaching and learning process because films help the teacher deliver the materials easily and it is liked by almost all students in Junior High School.

2. For the School Institution

The school can support the success of the students' speaking skill by provide some facilities to the teacher as well as the students. The facilities here can be in the form of LCD projectors in every classes, speakers and computers. Besides that, the school can also held a conversation class or English classroom as an extracurricular and make it compulsory. Some fun outdoor activities like having a short trip to improve their speaking skill can also be done. For example the students can go to some public places or tourism resort to find foreigners who have English mother tongue and practice with them.

3. For Other Researchers

Other researchers who are interested in the same field are recommended to continue and improve this action research in order to find out other efforts to improve the students' speaking skill by using films. Because of the time

limitation on conducting this research, other researchers are suggested to conduct a research in a longer period of time. So that the weaknesses that found on this research can be improved by the next researchers.

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APPENDICES

A. FIELD NOTES

A. FIELD NOTES

Meeting 1 Pre-test Field Notes

Tuesday, April 29th 2014
7-8 (11.40-13.20)

The pre-test was conducted on Tuesday, April 29th 2014 in the 8C class. The class began at 10.30 a.m. and ended at 11.45 a.m. with 15 minutes break on 11.00 a.m. The normal duration for the lesson is 40 minutes, but because at that day there was one of the teacher's relative who passed away, the duration was being reduced. The total amount of the class is 24 students, but one student could not come to the class at that day.

When I entered the room, the students felt very enthusiasm to join the lesson because they got a new teacher. Firstly, I greeted the students, and the students replied the greeting. *"Good Morning Class!"* They answered, *"Good Morning, Miss."* *"How are you today?"* *"I am fine thank you and you?"* Then I answered *"Very well, thanks. Gimana jam segini ini biasanya ngantuk, lemes, laper?"* *"Iya miss, ke kantin aja Miss pelajarannya."*

After that I made an agreement with the students about the language that would be used. *"Class, before jumping to the main lesson I want to make an agreement with you all. What language should I use in this classroom? Gimana enaknya pake bahasa apa? Indonesia- Inggris, Inggris-Indonesia atau Full English?"* Then all of the students answer *"Inggris-Indonesia aja Miss"*. *"Okay then I answered. If you find some difficulties please ask me by raising your hand ya. Tolong angkat tangan kalo ingin menanyakan sesuatu."*

Secondly, I asked the students about recount text. *"So, what do you know about recount text? I am sure that you already learned about recount text this semester"*. Most of the students knew that recount text is telling about past experience and using Verb 2 or Simple Past Tense. Then, I compared it with narrative text *"You must also know narrative text, so what is the similarity between narrative text and recount text?"* and luckily they all knew that both of them use Simple Past Tense. I gives a printed written recount text entitled *"Wrong Number"*. After that, students should circle the verb in the past form. After that, we discuss it. The total amount of the past verb was 18 verbs. The conclusion is: there was a student named Rico who answer there was 19 verbs, there was nobody answered 18 and 17 verbs, 5 students believed in 16 verbs, 9 students in 15 verbs, 8 students in 14 verbs.

Then, I divided the class into 6 groups; each group consists of 4 students. *"Groupnya terdiri dari 4 siswa sesuai tempat duduknya saja ya"*. I give the instruction about the group making. *"Okay Miss."* After making groups, the bell is ringing this is the sign of break time, so most of the students go out and some of them still stay inside the classroom. *"The bell is ringing you can go outside."* During the break time I wrote a recount text in the white board, the title is *"Bandung"*.

After the break time, students should make a monologue recount text based on the situation given by the teacher. Every group got one situation, so the member of the group would make recount texts with similar topic. The topics

were kinds of places: *Indrayanti beach, Galuh swimming pool, Ambarukmo Plaza, Prambanan temple, Mc Donald's, and My Grandma house.*

The time was up but no one could finish it. Then, the evaluation would be continued on the next meeting at May 19 2014. *"Have you finished all? Kalo belum silahkan dilanjutkan di rumah saja. Besok Kamis perfrom ya. Okay thankyou very much for your attention see you next Monday. Byee."* *"Good bye Miss. See you Miss", the students replied the greeting. "Wassalamualaikum warohmatullahi wabarohkatuh."* *"Waalaiikumsalam warohmatullahi wabarohkatuh."*

Bandung

Last Monday, I went to Bandung with my family. We went there by train. We left from home at Monday morning and arrived there at Monday afternoon. There we visited or grandmother. On the first day we just stayed at home because we still felt tired. On the second day we went to Gedung Sate and Puncak. I really loved the weather there because it was so cool. From Puncak, we went to Cibaduyut. We bought some souvenirs there. After feeling tired we decide to go home.

Indrayanti Beach

Galuh Swimming Pool

Ambarkmo Plaza

Prambanan Temple

Mc Donald's

My Grandma house

(Meeting 2)

Pre-test and Cycle 1 field notes

Monday, May 19th 2014

2-4 (07.40-09.40)

The class is begun at 07.00 and ended at 09.00. The normal schedule was on 07.40-09.40 but because there was no flag ceremony the English schedule was being changed. This class has three period every Monday. *“Good morning students!” “Good morning Miss,”* answered the students. *“So there is no flag ceremony for today ya? Gak ada upacara bendera ya?” “Gak ada Miss, tadi juga kirain ada upacara.”* I continued evaluating students speaking skill as the pre-test score. The total amount of the class is 24 students, but one student could not come to the class at that day so there are only 23 students who come to the class. The classroom condition is quite under control when The collaborator and I came to the classroom. There were two students who coming late to the classroom they said that they have to collect their paper to the Biology teacher. *“I am sorry Miss tadi dari ngumpulin tugas Biologi.” “It’s Okay, sit down please.”*

I leave the class for about 5 minutes to meet Mrs. Titin to discuss about today’s lesson, the classroom condition became different from before, the students were so noisy when I leave the classroom. The girls were discussing recount text, but some boys seemed singing a song, talking with their friend, and so on. After that, I asses the students score. I is helped by the collaborator. The collaborator also take the students score in order to avoid subjectivity in assessing the students. *“Who would be the first volunteer to tell your experience? If there is no volunteer here I would call your name one by one.”*

While the assessment was running The collaborator and I found some students difficult to pronounce *–ed* ending in words. There was a student who wanted to go to the toilet, he asked researcher’s permission. I taught the expression of how to permit to go to the toilet by writing *“May I wash my hands?”* in the white board because most of the students said it in Indonesia or even in Javanese *“Mbak izin ke kamar mandi ya”* .

After finishing the assessment, I gave paper to the students. The paper was about some unfamiliar vocabulary list that they would find in the movie. *“Does everybody got the paper?”* “Yes” the students answered. Then, I lead the students how to pronounce those vocabularies correctly and the students should repeat after I.

After practicing how to pronounce the words, I gave students another paper about “The Flying Elephant”. It is a narrative text, taken from the subtitles of the film. There are some blank spaces on there, so, the students should fill in the blank space with the word they would find in the film. I plays the film twice to make the students finished writing their answer. *“Listen to me, I would play the movie twice. Please play attention to the movie.”* *“Tiga kali dong miss, nanti kalo belum selesai bagaimana?”* asked the students. Then I answered *“Okay we’ll see then, if you already finished by playing the movie twice I won’t play it for the third time. Ini mudah kok kalian tidak usah khawatir, nanti pasti selesai cukup dengan dua kali putaran film.”*

After that, I asked the students to exchange the paper with their friends. There are 0 students who got 100, there are a student who got 95, there are 0 student who got 90 and 85, then 5 students got 80, 9 students got 75, and 8 students got 70. From this meeting I found that students still difficult to pronounce word with –ed ending, family, first, second, weather, souvenirs, etc.

To assess students speaking skill, I asked the students to perform in front of the class. The students have to retell the story of the flying elephant. *“Okay students after watching this film you have to retell the story of the flying elephant. Jadi setelah nonton film pendek ini kalian harus menceritakan kembali ceritanya seperti apa. To help you retelling your story you may write the story first in your book. Boleh ditulis dulu ceritanya di buku kalian masing-masing. I have some picture to guide you writing the story. Ini saya akan bantu kalian dengan menunjukkan beberapa clue gambar di lcd. Do you understand all?”* I explained what they have to do after watching the film. “Miss ini kelompok apa sendiri sendiri,” a boy asked. “Sendiri-sendiri ya”, answered I.

The time is up while students were writing their story. *“Okay, because the time is up. You can continue working at home. You may copy the film from me. Ada yang*

ingin ditanyakan? Jika tidak ada saya ucapkan thankyou very much for your attention and your participation. Good afternoon and wassalamualaikum warromatullahi wabarohkatuh” “waalaikumsalam warohmatullahi wabarohkatuh” “See you guys” “See you miss”.

Meeting 3

Cycle 1 (B)

Tuesday, May 20th 2014

7-8 (11.40 – 13.20)

The third meeting was on Tuesday, May 20th 2014. All the students were present on that day. I started to open the class by asking about students' condition. "*Assalamualaikum warohmatullahi wabarohkatuh.*" "*Walaikumsalam warohmatullahi wabarohkatuh*" answered the students. "*Good morning class! How's life?*" I greeted. Some students could answer the greeting with correct answer "*Not too bad, thank you.*" But the rest of the class couldn't answer that greeting.

The class started at 11.40 till 13.20 with 20 minutes break in between. English lesson for Tuesday was in the last period. To reduce students' unwillingness to continue studying, I tried to give the students a simple *ice breaking* by clapping hands together with 'double this-that' song.

I then asked all of students whether they had already finished their narrative texts about 'The Flying Elephant' or not. I went around the classroom to check students' assignment. Some students did not finish the assignment yet, but the rest were already done and ready to perform.

I asked the students whether they brought their dictionaries with them or not, if they did not bring their dictionaries they can borrow it from the library. "*Do you bring your dictionary with you guys?*" "*No, kamus hp boleh Miss? Laptop?*" they asked whether they can use their mobile phone dictionary or their laptop dictionary or not. "*No, you cannot use your mobile phone dictionary, may be you can use your laptop*", explained I. By using laptop The collaborator and I can keep an eye to the students because it is bigger than mobile phones. When the students used their mobile phones, I and also the collaborator cannot control students' usage of their mobile phone.

Then, came to the time for retelling the story of 'The Flying Elephant', I took the score of the students one by one. Both The collaborator and I took the score to avoid subjectivity in taking students speaking skill score. From students'

performance, I found that there was a progress on students' vocabulary choices and a little improvement in grammar accuracy but still need more effort. The other problem was students still feeling shy to speak words in English and also their low pronunciation in some words.

Cycle II Field Notes

(Meeting 4)

Monday, May 26 2014

2-4 (07.40-09.40)

The fourth meeting was held on Monday, May 26th 2014. That day was the first day for the second cycle. There was nobody absence so, we got 24 students present on that day. As usual, I started the class by greet the students, and ask about their conditions. *"Good morning all!"* They answered, *"Good Morning, Miss."* *"How are you today?"* *"I am fine thank you and you?"* Then I answered *"Very well thanks."* *"Who is the chairperson? Please lead the prayer Rico!"* *"Okay, friend before starting the lesson lets pray together. Pray begin.....finished."* All students were serious to do the prayer. I told them, *"After we pray, we should not say 'finished' to finish the prayer we might say Ameen or do not say anything. It heard more polite. Got it all? Ini untuk semua tidak hanya untuk ketua kelasnya saja ya."*

Today's lesson starts at 11.40 till 13.20. This is the last period of the day. Students were looked so sleepy and tired, to make them engage on the lesson, I asked the students to sing a song entitled *"If you happy and you know it clap your hands"* and clap hand with the students.

I gave a paper about some new vocabulary related to the next film. Students were asked to repeat the words after I. *"Okay repeat after me ya."* When I found some word that quite hard to pronounce she checked the word first on the spoken dictionary and asked them to repeat. *"Ni dek dengerin bule kalo ngomong kayak gini."*

I then played the film entitled *"The Shoe Maker"*. I told the students that the film would be played with some pauses and then the students have to pay attention on the film before telling the cutoff of the film to their friends. The students might work in pairs. Before the film end, I pause the film then asked the students. *"How is the story of this film? Ada yang mau bercerita?"* *"Bahasa Indonesia boleh Miss"*, they asked. *"Iya boleh silahkan siapa? Okay Tazkia. Please tell your friend about this film."* I got a girl who wanted to try to tell what was going on in

the film. *“Jadi itu kan ada seorang pembuat sepatu yang hidupnya itu miskin. Terus pada suatu hari, eh suatu malam gitu dia sedang membuat sepatu terus dia merasa capek terus dia istirahat tidur terus udah.” “Okay good, please give applause for Tazkia.”* I tried to give such reward for those who have an effort on this subject. Then I continued to play the film again, then paused it. *“Now what’s going on with the shoe maker? Ayo siapa mau bercerita? Yak Rico gimana dek ceritanya tadi?”* I asked who want to tell the story. *“Tadi itu setelah bangun tidur, pada paginya, si pembuat sepatu itu menemukan sepasang sepatu sudah jadi dan sangat indah. Lalu dia menjual sepatu itu dan langsung di beli sama ibu ibu yg gendut tadi gak tau siapa namanya.” “Mrs Sniggins”,* I corrected it. *“Iya itu Mrs. Sniggins terus uangnya itu dipake untuk membeli bahan untuk membuat sepatu lagi, lebih banyak. Udah Miss”.* *“Allright bsgus yaa tepuk tangannya mana untuk Rico,”* I asked for students’ applause. Then I continued it until all the groups got chances to telling the story from the film.

After that, I played the full film without any pauses. Then they have to write it on their book about the film. Then the next meeting they have to retell the story of *“The Shoe Maker”*. While writing the text they could consider it on the picture that showed on the projector. The picture was taken from the film and it would help the students. I asked the students to raise their hand when they found some difficulties. Then I guide the students how to write the story in the right way. *“You are better to write the story in your own words. That would make you easier to retell the story. Dek yang penting kalian itu menceritakan dengan kata kata kalian sendiri supaya besok kalian bisa bercerita dengan lancar,”* I gave a clue that the students better to write the story in their own words to make them easier when they retelling it.

The time was up and nobody has performed in front of the classroom. *“Okay students, because the time is up. You can continue working at home. You have to memorize the content of the story do not memorize it words by words but please understand the content of the story. Thankyou very much for your attention and your participation. Good afternoon and wassalamualaikum warromatullahi wabarohkatuh” “waalaikumsalam warohmatullahi wabarohkatuh” “See you guys” “See you Miss”.*

Meeting 5

Assessment of Cycle 2

Thursday, June 05th 2014

13.45-15.05

The fifth meeting was conducted on Thursday, June 05th 2014. That day was the time for collecting students' score on performing their speaking skill for the second cycle. Because the schedule of the research was close to students Final Examination, I asked by the English teacher of SMP N 1 Pakem to hold the research in the extracurricular period. For the first meeting in Cycle 2 I and the students could meet right on the schedule which was on school period. While for the second meeting, I and the students made an agreement to have score taking in different time. Then, both I and the students agree to have meeting at Thursday, June 05th 2014. As the consequences I should provide the students with some snacks to the students so that the students did not feel hungry and sleepy during the lesson.

The collaborator and I entered the classroom at 13.45. *"Good afternoon students"*, I greet the students. Then the students replied the greeting, *"Good afternoon Miss."* I saw that some chairs still empty, then I asked the students, *"Where is your friend?"* They replied, *"Masih solat Miss."* While I entered the classroom some students still have prayers on the Mosque and some students still playing *karambol* in the back of the class.

As the previous meeting, because it was held in the afternoon and after school time students were looked so sleepy and tired, to make them engage on the lesson, I asked the students to sing a song entitled *"If you happy and you know it clap your hands"* and clap hand with the students. I tried to looked enthusiasm to motivate the students. *"I look you are so sleepy. Are you sleepy or hungry? So let's sing a song and clap your hands together with me."*

Then, came to the time for retelling the story of 'The Shoe Maker', I took the score of the students one by one. Both The collaborator and I took the score to avoid subjectivity in taking students speaking skill score.

After performing to retell the story of the shoe maker, each student got feedback from I, mostly about their pronunciation. Some word with -ed ending still

difficult to be pronounced. Then students still also hard to pronounce some words like leather, laid, aside, exquisitely, crafted, begun, fitted, perfectly, paid, generous, fit, left, pieces, hopping, masterpieces, enough, known, town, hide, elves, tiptoed, shabbily, etc. *“Okay, students listen to me, please. Ayo tolong perhatikan. Your friend was good in her pronunciation although there still be some mistake but it doesn’t matter. Okay Farah you have to keep your ability and try to improve that,”* I gave feedback to one of the students who just performed.

Then another student was finishing his performance, *“students please pay attention on my explanation, here Krisna just did a very good performance. His vocabularies bank are very good, banyak kata yang diganti agar lebih mudah dipahami oleh Krisna. Grammarsnya juga bagus ya hampir tidak ada kalimat yang kehilangan verb atau subject. And he was also very confident. You can imitate Krisna.”* Those two students are just the examples of the feedback given by I.

From students’ performance, I found that there were some improvement on students’ pronunciation, vocabulary, grammar accuracy, fluency and interactive communication. I can see from the assessment that there were a little bit improvement on students’ grammar accuracy, vocabulary, and interactive communication. While on students’ pronunciation and students’ fluency there we much improvement that we can see.

B. INTERVIEW TRANSCRIPTS

B. INTERVIEW TRANSCRIPTS

1. Students 1

R: halo dek selamat siang

S: selamat siang

R: dengan dek siapa?

S: dek farah

R: oke dek farah mbak mau nanya nanya dikit ya, kegiatan belajar bahasa inggris pake fil itu menarik enggak

S: menarik banget, jadi kan ntar gak cuman text aja tp bisa lihat gambarnya jadi biar lebih dong

R: kalo pake film sama gak pake film itu lebih termotivasi mana

S: kalo untuk text narrative sih enakunya pake film soalnya kan menghiburnya lebih gimana gitu

R: jadi ada gambaran ya tentang isi ceritanya

S: iya

R: apakah setelah ini kamu merasa terbantu dalam berbicara bahasa inggris

S: iya agak membantu

R: lalu sewaktu menonton film kan kamu memerhatikan pengucapannya kan, terus menurut kamu itu membuat lebih paham lagi gak tentang cara melafalkan kata kata bahasa inggris

S: iya lebih paham

R: kegiatan pake film ini menurut kamu membuat siswa lebih aktif apa engga?

S: tergantung siswanya sih mbak suka film apa enggak, kalo aku kan suka film jadi lebih gampang

R: waktu yg tersedia selama ini cukup apa kurang sih?

S: cukup

R: lalu setelah kegiatan ini, mnurut kamu bisa meningkatkan kemampuan bicara bahasa inggris kamu gak sih di dalam maupun di luar kelas

S: bisa mbak

R: bu titin, pak legowo, atau pak Suharto itu pernah menggunakan tehnik lain enggak dalam mengajar seperti games, film, atau lagu gitu?

S: pernah, biasanya yang pake games itu pak harto

R: sering apa gak dek

S: gak sering sih biasanya cuman kadang kadang diselingin buat refreshing

R: oke menurut kamu kelebihan dari games itu apa sih dek?

S: selain biar pikirannya lebih refresh, sekalian buat belajar juga sih

R: setelah pertemuan terakhir ini kamu merasa kemampuan bahasa inggris kamu meningkat gak dibandingkan sebelumnya?

S: iya meningkat banget

R: gitu yaa oke makasih dek.

2. Students 2

R: Hai dek.

S: Haloo miss.

R: Jadi langsung aja ya pada pokok permasalahan. Miss mau nanya ni dikit aja, gak sampe 5 menit ko.

S: Iya mbak cepet ya mbak yaa. Hhee

R: Jadi menurut kamu belajar pake film itu menarik apa enggak sih?

S: Iya mbak menarik.

R: Kenapa kok menurutmu itu menarik?

S: Karena tidak cepat bosan.

R: Apakah penggunaan film seperti ini bisa membuat anda termotivasi untuk belajar?

S: Tergantung filmnya sih Miss, kalo disajikan film yang membuat kita terinspirasi ya mungkin bisa lebih termotivasi.

R: Lalu apakah kegiatan belajar bahasa inggris menggunakan film membuat kamu lebih paham dalam mengerti ucapan dalam bahasa Inggris? Atau justru mempersulit kamu?

S: kalo menurut aku sih bisa membuat kita lebih paham.

R: Mengapa seperti itu dek bisa dijelaskan?

S: Karena dengan film saya menjadi tahu cara mengucapkan kata kata bahasa Inggris.

R: Okay gitu ya. Terus menurut kamu apakah penggunaan film bisa memicu siswa untuk lebih aktif di kelas?

S: Iya bisa.

R: Kalo pemberian point atau reward atau hadiah itu bisa memicu siswa lain agar lebih aktif gak dek menurut kamu?

S: Iya dapat menarik perhatian siswa yang lain.

R: Apakah guru bahasa Inggris kamu pernah menggunakan teknik lain dalam mengajar? Tekniknya apa?

S: Pernah Miss. Pak Suharto biasanya pake lagu atau games.

R: Okay, terus kelebihanya apa menurut kamu?

S: Ya bisa membuat kita lebih santai di kelas.

R: Apakah dengan film ini kamu merasa kemampuan speaking anda meningkat?

S: Iya, menurut saya meningkat Miss.

R: Okay dek Septi terima kasih banyak ya.

3. Students 3

R: Hai dek.

S: Hai juga Miss.

R: Miss mau nanya-nanya ni dikit aja, gak sampe 5 menit ko.

S: Iya okay Miss.

R: Jadi menurut kamu belajar pake film itu menarik apa enggak sih?

S: Iya mbak menarik banget.

R: Kenapa kok menurutmu itu menarik?

S: Karea nggak bikin ngantuk.

R: Apakah penggunaan film seperti ini bisa membuat anda termotivasi untuk belajar?

S: Iya, soalnya kan di kelas kita nggak bosen jadi pelajarannya juga cepet nyantel.

R: Oh gitu ya dek. Okay, lalu apakah kegiatan belajar bahasa Inggris menggunakan film membuat kamu lebih paham dalam mengerti ucapan dalam bahasa Inggris? Atau justru mempersulit kamu?

S: Membuat lebih paham Miss.

R: Mengapa seperti itu dek bis dijelaskan?

S: Karena saya lebih mengerti bahasa Inggris jika nonton film.

R: Okay gitu ya. Terus menurut kamu apakah penggunaan film bisa memicu siswa untuk lebih aktif di kelas?

S: Iya

R: Kalo pemberian point atau reward atau hadiah itu bisa memicu siswa lain agar lebih aktif gak dek menurut kamu?

S: Iya Miss bisa Miss.

R: Apakah guru bahasa Inggris kamu pernah menggunakan teknik lain dalam mengajar? Tekniknya apa?

S: Iya pernah Miss, Guru berbicara dan menjelaskan menggunakan bahasa Inggris.

R: Lho itu sebenarnya bukan teknik khusus dong dek, terus kelebihan apa menurut kamu?

S: Ya sebenarnya tidak ada kelebihannya karena itu membuat siswa bingung dan tidak mengerti. hehehehe

R: Apakah dengan film ini kamu merasa kemampuan speaking anda meningkat?

S: Iya meningkat

4. Student 4

R: Selamat siang dek, Good afternoon.

S: Good afternoon Miss.

R: Jadi langsung aja ya pada pokok permasalahan. Miss mau nanya ni dikit aja, gak sampe 5 menit ko.

S: Siap Miss.

R: Jadi menurut kamu belajar pake film itu menarik apa enggak sih?

S: Iya menarik

R: Kenapa kok menurutmu itu menarik?

S: Menurut saya jika dalam pembelajaran menggunakan film maka murid murid itu tidak bosan dan dapat menumbuhkan kreatifitas murid. Dan gurupun lebih mudah untuk menjelaskan karena lebih efektif.

R: Okay dek. Terus apakah penggunaan film seperti ini bisa membuat anda termotivasi untuk belajar?

S: Iya saya dapat termotivasi karena dalam film itu mengandung amanat atau motivasi yang bisa diambil. Dan itu sangat bermanfaat bagi siswa soalnya siswa jadi bisa berfikir dan mencerna makna dari film tersebut.

R: Lalu apakah kegiatan belajar bahasa Inggris menggunakan film membuat kamu lebih paham dalam mengerti ucapan dalam bahasa Inggris? Atau justru mempersulit kamu?

S: Lebih paham karena dalam film itu terdapat subtitle yang membuat kita lebih mengerti dengan apa yang sedang diucapkan.

R: Kalo lebih paham berarti lebih PD dong ya untuk bicara pakai bahasa Inggris

S: Iya secara tidak langsung saya merasa mulai PD dalam berbicara Bahasa Inggris karena dapat mencontoh percakapan dalam film.

R: Okay gitu ya. Terus menurut kamu apakah penggunaan film bisa memicu siswa untuk lebih aktif di kelas?

S: Ya setelah melihat film tersebut kan siswanya jadi lebih termotivasi untuk aktif di kelas

R: Kalo pemberian point atau reward atau hadiah itu bisa memicu siswa lain agar lebih aktif gak deh menurut kamu?

S: Iya Miss soalnya itu bisa meningkatkan semangat para siswa dan selalu ingin lebih maju dan bisa memotivasi para siswa.

R: Apakah guru bahasa Inggris kamu pernah menggunakan teknik lain dalam mengajar? Tekniknya apa?

S: Gak pernah Miss.

R: Tadi temen kamu katanya pernah tuh deh.

S: Iya tapi cuman nyanyi untuk selingan aja.

R: okay, terus kelebihannya apa menurut kamu?

S: Ya bisa bikin ngantuknya ilang kalo pas pelajaran jam terakhir.

R: Apakah dengan film ini kamu merasa kemampuan speaking kamu meningkat?

S: Iya Miss. Soalnya film itu kan kita dengar dan kita lihat jadi kita bisa belajar dari film itu dan jika kita serius kemampuan speaking kita pasti akan meningkat.

C. COURSE GRID

C. COURSE GRID CYCLE 1

School : SMP Negeri 1 Pakem
 Class : VIII (Eight)
 Subject : English
 Semester : 2 (Two)
 Skill : Speaking

Standard Competence : 10. Expressing meaning in oral functional text and short oral simple monologs in the form of recount and **narrative** to interact with surroundings.

Basic Competence	Indicators	Method	Activities	Materials	Media	Time Allocation	Evaluation	Resources
10.2 Expressing meaning in the form of short simple oral monolog text using oral language manner	<ul style="list-style-type: none"> Retelling a story in the form of monolog narrative text. Pronounci 	Three Phase Technique: 1. Presentation 2. Practice	1. Preface Activity a) Apperception •Teacher gives	1. A film entitled “The Flying Elephant”.. 2. Example of	-Laptop -Speakers - Animation Film. -Hand out -Dictionary -LCD	5x40 minutes	Individual performance to retell a story of the film entitled	Contextual Teaching and Learning

accurately, fluently, and acceptable to interact with surroundings in the form of recount and narrative texts.	<p>ng words correctly</p> <ul style="list-style-type: none"> • Answering missing subtitles correctly • Answering question correctly 	3. Production	<p>attention to the students to prepare their stationary.</p> <ul style="list-style-type: none"> • Teacher checks the attendance. • Teacher and the student discuss about narrative text in the form of monolog. <p>b) Motivation</p> <ul style="list-style-type: none"> • Teacher explains the importance of the materials that would be 	monolog narrative text.			“The Flying Elephant”.	Bahasa Inggris. Printed materials.
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			<p>studied and the competences that should be mastered by the students.</p> <p>2.Core Activity</p> <p>1. Presentation</p> <ul style="list-style-type: none"> •Teacher shows the example of monolog narrative text. •Teacher explains some vocabulary related to 					
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			<p>narrative text.</p> <p>2. Practice</p> <ul style="list-style-type: none"> •Students repeat the vocabulary after the teacher. •Students watch the film and fill in the blank space using the words that are available in the film. •Students and teacher discuss the correct 					
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			<p>answer.</p> <p>3. Production</p> <ul style="list-style-type: none"> •Students should make a summary of the story. •Students should retell the story individually. <p>3. Closing</p> <ul style="list-style-type: none"> • Teacher and students conclude what was studied before. 					
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COURSE GRID CYCLE 2

School : SMP Negeri 1 Pakem
 Class : VIII (Eight)
 Subject : English
 Semester : 2 (Two)
 Skill : Speaking

Standard Competence : 10. Expressing meaning in oral functional text and short oral simple monologs in the form of recount and **narrative** to interact with surroundings.

Basic Competence	Indicators	Method	Activities	Materials	Media	Time Allocation	Evaluation	Resources
10.2 Expressing meaning in the form of short simple oral monolog text using oral	<ul style="list-style-type: none"> Retelling a story in the form of monolog narrative text. Pronounci 	Three Phase Technique: 1. Presentation 2. Practice	1. Preface Activity a) Apperception <ul style="list-style-type: none"> Teacher 	1. A film entitled “The Shoe Maker” . 2. Example of monolog	- Computers and monitors for each students - Headphones - Speakers	4x40 minutes	Individual performance to retell a story of the film entitled	-Contextual Teaching and Learning Bahasa

language manner accurately, fluently, and acceptable to interact with surroundings in the form of recount and narrative texts .	<p>ng words correctly.</p> <ul style="list-style-type: none"> • Answering teacher question related to the story of the film clearly. • Searching the synonym of words correctly. 	3. Production	<p>gives attention to the students to prepare their stationary.</p> <ul style="list-style-type: none"> • Teacher checks the attendance. • Teacher and the student discuss about narrative text in the form of monolog. <p>b) Motivation</p> <ul style="list-style-type: none"> • Teacher explains the importance of the materials 	narrative text.	- Animation Film.		“The Shoe Maker” .	Inggris. -Printed materials.
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			<p>that would be studied and the competences that should be mastered by the students.</p> <p>2. Core Activity</p> <p>1. Presentation</p> <p>-The teacher gives students vocabulary list related to the next film.</p> <p>2. Practice</p> <p>-The teacher and the</p>					
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			<p>students pronounce the words.</p> <p>-The teacher plays the film and pause it for five times. Between the pauses the students should explain the story. Students may work in pairs.</p> <p>-The teacher plays the film without any pauses.</p> <p>3. Production</p>					
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			<p>- The students should rewrite the story.</p> <p>-The students should memorize their text and retell it in front of the classroom.</p> <p>3. Closing</p> <ul style="list-style-type: none"> • Teacher and students conclude what was studied before. 					
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D. LESSON PLAN

D. LESSON PLAN (CYCLE 1)

SCHOOL	: SMP N 1 PAKEM
GRADE/ SEMESTER	: VIII/ 2
SUBJECT	: ENGLISH
TEXT TYPE	: MONOLOG NARRATIVE
TOPIC	: NARRATIVE TEXT
SKILL	: SPEAKING
TIME ALLOCATION	: 2 MEETINGS (4x 40 minutes)

A. STANDARD COMPETENCE

10. Expressing meaning in oral functional text and short oral simple monologs in the form of recount and **narrative** to interact with surroundings.

B. BASIC COMPETENCE

10.2 Expressing meaning in the form of short simple oral monolog text using oral language manner accurately, fluently, and acceptable to interact with surroundings in the form of recount and **narrative texts**.

C. INDICATORS

- ❖ Retelling a story in the form of monolog narrative text.
- ❖ Pronouncing words correctly
- ❖ Answering missing subtitles correctly
- ❖ Answering question correctly

D. LEARNING OBJECTIVES

By the end of the lesson, students are expected to be able to retell a particular story orally.

E. LEARNING MATERIALS

Monolog Narrative Text

I. Your teacher would tell you a story about a slave. Close your book. Listen carefully.

Babu and the Lion

One day, there was a slave whose name was Babu. His master was very, very bad. You know, he often punched Babu and did not offer him food for days. Poor Babu! So he escaped into a forest and slept in a cave.

Next morning, he heard a loud roar. In front of him...., at the mouth of the cave..., was a very big lion. You see, Babu was scared to death! Kind of scary, isn't it? But he could not escape.

But the lion didn't attack him. It was tame. There was a large thorn in its right front foot. The lion looked at Babu. It seemed to say something like: "Please help me. It's very painful." Babu walked bravely to the lion and pulled out the thorn. Babu and the lion turned out to be friends.

(Adapted from GB Shaw's play: Androcles and the Lion)

II. While listening, find the answers to the questions below.

1. What was the slave's name?
2. Was the slave a man or a woman?
3. Was the master kind or bad?
4. Where did the slave run away?
5. Where did she/he sleep?
6. What animal did she/he see next morning?
7. Was the animal big or small?
8. Was the slave afraid of the animal?
9. Did the animal attack him/her?
10. What did the slave do to the animal?

III. Answer this question orally!

- a. Well, if you were the slave in the story, would you do the same thing to the lion?
- b. Where do you think would the slave and the animal live then?
- c. Do you think it is fun to live with wild animals?

Word Pronunciation

IV. Read these words bellow and listen to your teacher's speaking dictionary and repeat after it.

slave
landlord
master
forest
cave
roar
thorn
foot
escape

V. Watched the film carefully and fill in the blank space with the correct word in the film.

The Flying Elephant

A Bhili folktale

A sugarcane 1..... once lived in a small village. He 2..... very hard in his fields and hoped to have a big harvest. One morning he saw that a big chunk of his..... was missing. The next day, he saw another huge chunk of his crop was gone.

"I'll stay 3..... tonight and see who's eating my sugarcane," the farmer thought to himself.

That night he 4..... by the window, watching his fields. As the moon rose, he saw a tiny speck grow larger in the sky. It was an 5..... flying right into his field! The farmer watched in amazement as it flew down and started eating his sugarcane. He tiptoed and waited for the elephant to finish eating.

When the elephant began to flying away the farmer 6..... it's tail in order to catch the elephant. Soon he was flying above his fields into Indra's kingdom of Paradise. Paradise was 7..... with beautiful birds and

flowers. The ground was covered with silver grass and precious stones. The farmer soon found the royal palace and met Indra.

“Your elephant has been flying down and eating all my 8.....
My harvest is ruined”, said the farmer.

”I am very sorry; please take whatever you want from my kingdom. I’ll make sure he doesn’t go down again and 9..... your crops”, said Indra and blessed the man with a safe journey back home.

The farmer took two handfuls of gems and 10.....home. He built himself a new house and became a very rich man. Soon the whole village was curious with his sudden wealth. One day some villagers went to visit the farmer’s wife.

“Where did you 11..... all this money? Did you find a buried treasure in your field?” they 12.....

The farmer’s wife told him what was happened. That evening the villagers decided to 13..... the elephant down themselves.

“When we get to paradise we’ll take more than just two handfuls of gems”, they said.

They planted a field of sugarcane and sure enough the elephant 14.....down one night. One villager grabbed it’s tail and soon there was a chain of villagers flying behind the elephant. As they flew up they began talking about what they 15..... bring back. Finally, it was the turn of the villager holding the elephant’s tail.

“I’m going to carry back this many gems!” he declared in excitement he stretched his 16..... wide and let go of the elephant’s tail.

The villagers all fell in a heap on the ground. They watched 17..... as the elephant disappeared into the sky.

“Don’t worry the elephant would come back tomorrow,” said the villagers.

But Indra hearing of the villagers trick arrange for a sugarcane field to be 18..... in Paradise. The elephant never felt the need to fly down again. The villagers waited for many 19..... watching the sky but the elephant never 20..... back down again.

VI. Read carefully the story above, after that try to make a summary by yourselves, you may work in pairs.

VII. Tell the story by your own words.

F. LEARNING METHODS

Three-Phase Technique (PPP):

- **Presentation**

The teacher presents an example of narrative text and explains about narrative text clearly.

- **Practice**

Students answer questions related to narrative text and pronouncing words orally and correctly.

- **Production**

Students summarize narrative text from the film and retell it.

G. ACTIVITY

1. Preface Activity

a) Apperception

- Teacher gives attention to the students to prepare their stationary.
- Teacher checks the attendance.
- Teacher and the student discuss about narrative text in the form of monolog.

b) Motivation

- Teacher explains the importance of the materials that would be studied and the competences that should be mastered by the students.

2. Core Activity

a) Presentation

- Teacher shows the example of monolog narrative text.
- Teacher explains some vocabulary related to narrative text.

b) Practice

- Students repeat the vocabulary after the teacher.
- Students watch the film and fill in the blank space using the words that are available in the film.
- Students and teacher discuss the correct answer.

c) Production

- Students should make a summary of the story.
- Students should retell the story individually.

3. Closing

- Teacher and students conclude what was studied before.

H. LEARNING SOURCES AND MEDIA

- Film
- Computer
- Speaker/ headphones

I. ASSESSMENT

1. Speaking assessment rubric

Aspects	Score	Indicator
Pronunciation	1. Poor	Frequent pronunciation errors with a heavy non-native accent. Many phonemic errors that make understanding difficult.
	2. Fair	Identifiable deviation in pronunciations with some phonemics errors. Non-native accent requires careful listening, and mispronunciations lead to occasional misunderstanding.
	3. Good	Some identifiable deviation in pronunciation, but with phonemic errors. Non-native accent evident with occasional mispronunciations that do not interfere with understanding.
	4. Excellent	No consistent or conspicuous mispronunciation, approaches native-like pronunciation with good intonation and juncture.
Fluency	1. Poor	Speech is very slow and exceedingly halting, strained, and stumbling except for short or memorized expressions. Difficult for listener to perceive continuity in utterances and speaker may not be able to continue.
	2. Fair	Speech is slow and often hesitant and jerky. Sentences may be left uncompleted, but speaker is able to continue, however haltingly.
	3. Good	Speech is mostly smooth but with some hesitation unevenness cause primarily by rephrasing and grouping for words.
	4. Excellent	Speech is effortless and smooth with speed that approaches that of a native speaker.
Grammar	1. Poor	Any accuracy is limited to set or memorized expressions; limited control of even basic syntactic patterns. Frequent errors impede comprehension.
	2. Fair	Fair control of most basic syntactic patterns. Speaker always conveys meaning in simple sentences. Some important grammatical patterns are uncontrolled and errors may occasionally impede comprehension.
	3. Good	Good command of grammatical structures but with imperfect control of some patterns. Less evidence of complex patterns and

		idioms. Limited numbers of errors that are not serious and do not impede comprehension.
	4. Excellent	Very strong command of grammatical structure and some evidence of difficult, complex patterns and idioms. Makes infrequent errors that do not impede comprehension.
Vocabulary	1. Poor	Limited range of vocabulary. Lack of repertoire and frequent errors in word choice often impede comprehension. Speaker shows no attempt at circumlocution when lacking a particular word.
	2. Fair	Adequate range of vocabulary with no evidence of sophistication. Some distinctly non-native expressions or errors in word choice may impede comprehension. No evidence of idiomatic expressions. Speaker has difficulty with circumlocution where lacking a particular word.
	3. Good	Good range of vocabulary with limited evidence of sophistication. Some expressions distinctly non-native but always comprehensible. Speaker is comfortable with circumlocution when lacking a particular word.
	4. Excellent	Very good range of vocabulary with evidence of sophistication and native-like expression. Strong command of idiomatic expressions. Infrequent use of circumlocution because particular words are rarely lacking.
Interactive communication	1. Poor	Interaction is ineffective because it is too passive (talk only if required), it lacks coherence or it is monolog only. May show some (verbal or non-verbal) attempts to ask for repetition or paraphrasing, which are frequently unsuccessful.
	2. Fair	Communicates adequately in most every day contexts, but could be rather passive with responding and commenting. Asks for clarification (repetition, paraphrasing) verbally or non-verbally, although occasionally it may be unsuccessful. Not effective enough to contribute to develop the interaction.
	3. Good	Communicates effectively by appropriately participating in turn-taking. Responds,

		comments (e.g. agree/ disagree0, asks questions negotiates meanings verbally and non-verbally and develops the interaction in some but not all the occasions.
	4. Excellent	Almost wholly effective in communicating both actively and receptively in everyday contexts. Fully sensitive to turn-taking system. Contributes to collaborative topic development and maintenance by asking others to express/ expand their opinions and by negotiating meaning both verbally and non-verbally (e.g. ask for clarification indicate understanding, establish common ground, correct others' utterances and respond to requests for clarification).

Sleman, April 5th 2014

English Teacher

Researcher

Titin Trisnawati, S.Pd.

Fia Nurasita P

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LESSON PLAN

(CYCLE 2)

SCHOOL	: SMP N 1 PAKEM
GRADE/ SEMESTER	: VIII/ 2
SUBJECT	: ENGLISH
TEXT TYPE	: MONOLOG NARRATIVE
TOPIC	: NARRATIVE TEXT
SKILL	: SPEAKING
TIME ALLOCATION	: 2 MEETINGS (4x 40 minutes)

A. STANDARD COMPETENCE

10. Expressing meaning in oral functional text and short oral simple monologs in the form of recount and **narrative** to interact with surroundings.

B. BASIC COMPETENCE

10.2 Expressing meaning in the form of short simple oral monolog text using oral language manner accurately, fluently, and acceptable to interact with surroundings in the form of recount and **narrative texts**.

C. INDICATORS

- ❖ Retelling a story in the form of monolog narrative text.
- ❖ Pronouncing words correctly.
- ❖ Answering teacher question related to the story of the film clearly.
- ❖ Searching the synonym of words correctly.

D. LEARNING OBJECTIVES

By the end of the lesson, students are expected to be able to retell a particular story orally.

E. LEARNING MATERIALS

- Vocabulary list

Words	Synonym	Meaning
Earn		Mendapat uang
snowy		bersalju
leather		kulit
Laid		meletakkan
Aside		terpisah
exquisitely		secara elok
crafted		kerajinan
quickly		dengan cepat
begun		mulai
Fitted		mencoba
perfectly		Dengan sempurna
Paid		membayar
generous		Baik hati/ dermawan
Fit		pas
Left		meninggalkan
pieces		potongan
hopping		berharap
masterpieces		Karya besar
enough		cukup
Well-known		terkenal
Town	City	kota
Hide		bersembunyi
Elves		Orang kerdil/ kurcaci

Tiptoed		berjingkat
Shabbily		lusuh
dressed		berpakaian
Dashed off		menghilang
several		beberapa
grateful		Berterimakasih
stitched	Sewed	menjahit
instead of		selain
popped in		Meletus
Flash		cahaya
laughed		tertawa
chuckled		tertawa kecil
contented		puas

- Narrative Text

The Elves and the Shoe Maker

Although Peter Schumacher worked hard and was kind to everyone in the village, he could never earn enough money making shoes. On this particularly cold and snowy day, all he has left in his workroom was enough leather to make one last pair of shoes.

That evening, Peter carefully cut up his precious leather and laid it aside for the morning when he would sew them together. The sun rose the next morning and Peter was ready to start work, but to his great surprise an exquisitely crafted pair of shoes sat on his worktable.

“What magic!” said Cecilia, his wife.

They quickly put the shoes on the shop window, for the holiday shopping season had just begun. As luck would have it the shoes fitted the finicky Mrs. Sniggins perfectly, and she paid a generous sum for the fine fit.

With the money, Peter went to buy more leather enough for two more pairs. That evening, he once again set to work cutting his leather and he left the pieces on the

table when he went to bed. Hoping for a good design, he fell asleep dreaming of shoes.

When he woke early the next morning, he again found two finely crafted pairs of shoes before his eyes. Customers bought these up quickly, for they were masterpieces.

Now Peter could buy enough leather for four pairs of shoes. This magical business went on for some time, and Schumaker name became well-known for the finest shoes in town. These days, life was much better for Peter and Cecilia. One day Cecilia said, "I wonder who has been helping us so much?"

Peter announced, "Tonight we would hide in the workshop and see what goes on there." And so they did, at exactly midnight two tiny elves tiptoed in and began to work, swiftly making the fine shoes. They were shabbily dressed and weren't even wearing shoes themselves. Before day break, they had already dashed off, leaving several pairs of shoes ready for sale that day. Peter and Cecilia were grateful to these little elves, and worried about them working so hard in such cold weather. So Peter set to work making two tiny pairs of shoes, and Cecilia stitched two warm sets of clothing for each of them.

On Christmas Eve, instead of leather pieces, they set the little shoes and clothes out and hid themselves again. At midnight, the elves popped in and saw the new clothes. In a flash they had them in their little bodies. They were so happy that they laughed and chuckled, and dance right out the window, never to be seen again. Peter continued making shoes every day, and he and Cecilia lived a very happy and contented life for many years. As so did the elves.

F. LEARNING METHODS

Three-Phase Technique (PPP):

- Presentation

The teacher presents an example of narrative text and explains about narrative text clearly.

- Practice

Students answer questions related to narrative text and pronouncing words orally and correctly.

- Production

Students summarize narrative text from the film and retell it.

G. ACTIVITY

1. Preface Activity

c) Apperception

- Teacher gives attention to the students to prepare their stationary.
- Teacher checks the attendance.
- Teacher and the student discuss about narrative text in the form of monolog.

d) Motivation

- Teacher explains the importance of the materials that would be studied and the competences that should be mastered by the students.

2. Core Activity

d) Presentation

- Teacher shows the example of monolog narrative text.
- Teacher explains some vocabulary related to narrative text.

e) Practice

- Students repeat the vocabulary after the teacher.
- Students watch the film.
- Teacher play the films with some pauses, when the teacher pause the students should explain what was going on in the film.
- Students read aloud the text of “The Elves and the Shoe Maker” one by one.

f) Production

- Students should make a summary of the story with picture to guide them.
- Students should retell the story individually.

3. Closing

- Teacher and students conclude what was studied before.

H. LEARNING SOURCES AND MEDIA

- Film
- Computer
- Speaker/ headphones
- LCD Projector

I. ASSESSMENT

1. Speaking assessment rubric

Aspects	Score	Indicator
Pronunciation	1. Poor	Frequent pronunciation errors with a heavy non-native accent. Many phonemic errors that make understanding difficult.
	2. Fair	Identifiable deviation in pronunciations with

		some phonemics errors. Non-native accent requires careful listening, and mispronunciations lead to occasional misunderstanding.
	3. Good	Some identifiable deviation in pronunciation, but with phonemic errors. Non-native accent evident with occasional mispronunciations that do not interfere with understanding.
	4. Excellent	No consistent or conspicuous mispronunciation, approaches native-like pronunciation with good intonation and juncture.
Fluency	1. Poor	Speech is very slow and exceedingly halting, strained, and stumbling except for short or memorized expressions. Difficult for listener to perceive continuity in utterances and speaker may not be able to continue.
	2. Fair	Speech is slow and often hesitant and jerky. Sentences may be left uncompleted, but speaker is able to continue, however haltingly.
	3. Good	Speech is mostly smooth but with some hesitation unevenness cause primarily by rephrasing and grouping for words.
	4. Excellent	Speech is effortless and smooth with speed that approaches that of a native speaker.
Grammar	1. Poor	Any accuracy is limited to set or memorized expressions; limited control of even basic syntactic patterns. Frequent errors impede comprehension.
	2. Fair	Fair control of most basic syntactic patterns. Speaker always conveys meaning in simple sentences. Some important grammatical patterns are uncontrolled and errors may occasionally impede comprehension.
	3. Good	Good command of grammatical structures but with imperfect control of some patterns. Less evidence of complex patterns and idioms. Limited numbers of errors that are not serious and do not impede comprehension.
	4. Excellent	Very strong command of grammatical structure and some evidence of difficult, complex patterns and idioms. Makes infrequent errors that do not impede comprehension.
Vocabulary	1. Poor	Limited range of vocabulary. Lack of

		repertoire and frequent errors in word choice often impede comprehension. Speaker shows no attempt at circumlocution when lacking a particular word.
	2. Fair	Adequate range of vocabulary with no evidence of sophistication. Some distinctly non-native expressions or errors in word choice may impede comprehension. No evidence of idiomatic expressions. Speaker has difficulty with circumlocution where lacking a particular word.
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	4. Excellent	Very good range of vocabulary with evidence of sophistication and native-like expression. Strong command of idiomatic expressions. Infrequent use of circumlocution because particular words are rarely lacking.
Interactive communication	1. Poor	Interaction is ineffective because it is too passive (talk only if required), it lacks coherence or it is monolog only. May show some (verbal or non-verbal) attempts to ask for repetition or paraphrasing, which are frequently unsuccessful.
	2. Fair	Communicates adequately in most every day contexts, but could be rather passive with responding and commenting. Asks for clarification (repetition, paraphrasing) verbally or non-verbally, although occasionally it may be unsuccessful. Not effective enough to contribute to develop the interaction.
	3. Good	Communicates effectively by appropriately participating in turn-taking. Responds, comments (e.g. agree/ disagree), asks questions negotiates meanings verbally and non-verbally and develops the interaction in some but not all the occasions.
	4. Excellent	Almost wholly effective in communicating both actively and receptively in everyday contexts. Fully sensitive to turn-taking system. Contributes to collaborative topic development and maintenance by asking

		others to express/ expand their opinions and by negotiating meaning both verbally and non-verbally (e.g. ask for clarification indicate understanding, establish common ground, correct others' utterances and respond to requests for clarification).
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Sleman, May 19 2014

English Teacher

Researcher

Titin Trisnawati, S.Pd.

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E. ANALYTIC SCALE FOR ASSESSING SPEAKING

E. ANALYTIC SCALE FOR ASSESSING SPEAKING

Aspects	Score	Indicator
Pronunciation	1. Poor	Frequent pronunciation errors with a heavy non-native accent. Many phonemic errors that make understanding difficult.
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Fluency	1. Poor	Speech is very slow and exceedingly halting, strained, and stumbling except for short or memorized expressions. Difficult for listener to perceive continuity in utterances and

		speaker may not be able to continue.
	2. Fair	Speech is slow and often hesitant and jerky. Sentences may be left uncompleted, but speaker is able to continue, however haltingly.
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Grammar	1. Poor	Any accuracy is limited to set or memorized expressions; limited control of even basic syntactic patterns. Frequent errors impede comprehension.
	2. Fair	Fair control of most basic syntactic patterns. Speaker always conveys meaning in simple sentences. Some important grammatical patterns are uncontrolled and errors may occasionally impede comprehension.
	3. Good	Good command of grammatical structures but with imperfect control of some patterns. Less evidence of complex patterns and idioms. Limited numbers of errors that are not serious and do not impede

		comprehension.
	4. Excellent	Very strong command of grammatical structure and some evidence of difficult, complex patterns and idioms. Makes infrequent errors that do not impede comprehension.
Vocabulary	1. Poor	Limited range of vocabulary. Lack of repertoire and frequent errors in word choice often impede comprehension. Speaker shows no attempt at circumlocution when lacking a particular word.
	2. Fair	Adequate range of vocabulary with no evidence of sophistication. Some distinctly non-native expressions or errors in word choice may impede comprehension. No evidence of idiomatic expressions. Speaker has difficulty with circumlocution where lacking a particular word.
	3. Good	Good range of vocabulary with limited evidence of sophistication. Some expressions distinctly non-native but always comprehensible. Speaker is comfortable with circumlocution when lacking a particular word.

	4. Excellent	Very good range of vocabulary with evidence of sophistication and native-like expression. Strong command of idiomatic expressions. Infrequent use of circumlocution because particular words are rarely lacking.
Intereactive communication	1. Poor	Interaction is ineffective because it is too passive (talk only if required), it lacks coherence or it is monolog only. May show some (verbal or non-verbal) attempts to ask for repetition or paraphrasing, which are frequently unsuccessful.
	2. Fair	Communicates adequately in most every day contexts, but could be rather passive with responding and commenting. Asks for clarification (repetition, paraphrasing) verbally or non-verbally, although occasionally it may be unsuccessful. Not effective enough to contribute to develop the interaction.
	3. Good	Communicates effectively by appropriately participating in turn-taking. Responds, comments (e.g. agree/ disagree), asks questions negotiates meanings verbally and

		non-verbally and develops the interaction in some but not all the occasions.
	4. Excellent	Almost wholly effective in communicating both actively and receptively in everyday contexts. Fully sensitive to turn-taking system. Contributes to collaborative topic development and maintenance by asking others to express/ expand their opinions and by negotiating meaning both verbally and non-verbally (e.g. ask for clarification indicate understanding, establish common ground, correct others' utterances and respond to requests for clarification).

F.OBSERVATION CHECKLIST

F. OBSERVATION CHECKLIST

(Pre Test)

No.	Observation Items	Accomplished	Un-accomplished	Comment
I.	The teaching learning process			
A.	Pre-teaching			
	<ul style="list-style-type: none"> The teacher greets the students 	√		
	<ul style="list-style-type: none"> The students respond to the greeting 	√		
	<ul style="list-style-type: none"> The teacher asks the students condition 	√		
	<ul style="list-style-type: none"> The students tell their condition to the teacher 	√		
	<ul style="list-style-type: none"> The teacher calls the roll 		√	
	<ul style="list-style-type: none"> The teacher outlines the materials 	√		
	<ul style="list-style-type: none"> The teacher explains the goal of the teaching and learning 	√		
B.	Whilst-teaching			
	<ul style="list-style-type: none"> The teacher presents an example of monolog narrative text 	√		
	<ul style="list-style-type: none"> The teacher reads aloud the monolog 	√		
	<ul style="list-style-type: none"> The students listen to the teacher 	√		
	<ul style="list-style-type: none"> After listening to the 	√		

	monolog, the students should answer some questions orally.			
	<ul style="list-style-type: none"> The teacher presents some vocabularies related to the monolog 	√		
	<ul style="list-style-type: none"> The students pronounce the vocabularies 	√		
	<ul style="list-style-type: none"> The teacher asks the students to make a group of four to five 	√		
	<ul style="list-style-type: none"> The teacher gives enough time to the students to move in group 	√		
	<ul style="list-style-type: none"> The teacher gives the instruction to make a text based on the topic given by the teacher 	√		
	<ul style="list-style-type: none"> The teacher gives explanation that after finishing their writing they should retell it in front of their friend. 	√		
	<ul style="list-style-type: none"> The students understand the instructions 		√	
	<ul style="list-style-type: none"> The students watching the film quietly. 	√		
	<ul style="list-style-type: none"> The students work in group and cooperate well in pairs. 	√		
	<ul style="list-style-type: none"> The students speak in English 		√	

	<ul style="list-style-type: none"> The students use dictionary to help them 		√	
C.	Post Teaching			
	<ul style="list-style-type: none"> The teacher summarize and reflects the lesson 	√		
	<ul style="list-style-type: none"> The students reflect their learning 		√	
	<ul style="list-style-type: none"> The previews the upcoming materials 	√		
	<ul style="list-style-type: none"> The teacher gives rewards and motivate the students to participate more in the next meeting 	√		
D.	Class Situation			
	<ul style="list-style-type: none"> Students are enthusiasm/ motivated 	√		
	<ul style="list-style-type: none"> Students' involvement are big 	√		
	<ul style="list-style-type: none"> The time allocation is enough 		√	The time was being redued 15 minutes from the usual schedule.
	<ul style="list-style-type: none"> The use of media is enough 	√		
	<ul style="list-style-type: none"> The teacher's instruction is clear 	√		

Observation Checklist
(Cycle 1)

No.	Observation Items	Accomplished	Un-accomplished	Comment
I.	The teaching learning process			
A.	Pre-teaching			
	<ul style="list-style-type: none"> The teacher greets the students 	√		
	<ul style="list-style-type: none"> The students respond to the greeting 	√		
	<ul style="list-style-type: none"> The teacher asks the students condition 	√		
	<ul style="list-style-type: none"> The students tell their condition to the teacher 	√		
	<ul style="list-style-type: none"> The teacher calls the roll 	√		
	<ul style="list-style-type: none"> The teacher outlines the materials 	√		
	<ul style="list-style-type: none"> The teacher explains the goal of the teaching and learning 	√		
B.	Whilst-teaching			
	<ul style="list-style-type: none"> The teacher presents an example of monolog narrative text 	√		
	<ul style="list-style-type: none"> The teacher reads aloud the monolog 	√		
	<ul style="list-style-type: none"> The students listen to the teacher 	√		
	<ul style="list-style-type: none"> After listening to the monolog, the students 	√		

	should answer some questions orally.			
	<ul style="list-style-type: none"> The teacher presents some vocabularies related to the monolog 	√		
	<ul style="list-style-type: none"> The students pronounce the vocabularies 	√		
	<ul style="list-style-type: none"> The teacher asks the students to make a group of four to five 	√		
	<ul style="list-style-type: none"> The teacher gives enough time to the students to move in group 	√		
	<ul style="list-style-type: none"> The teacher gives the instruction to watch a film and filling a blank space on the text based on the subtitle of the film. 	√		
	<ul style="list-style-type: none"> The teacher gives explanation that after watching the film they should retell the story of the film (in pairs). 	√		
	<ul style="list-style-type: none"> The students understand the instructions 	√		
	<ul style="list-style-type: none"> The students watching the film quietly. 	√		
	<ul style="list-style-type: none"> The students work in group and cooperate well in pairs. 	√		
	<ul style="list-style-type: none"> The students speak in English 	√		

	<ul style="list-style-type: none"> The students use dictionary to help them 		√	
C.	Post Teaching			
	<ul style="list-style-type: none"> The teacher summarize and reflects the lesson 	√		
	<ul style="list-style-type: none"> The students reflect their learning 	√		
	<ul style="list-style-type: none"> The previews the upcoming materials 	√		
	<ul style="list-style-type: none"> The teacher gives rewards and motivate the students to participate more in the next meeting 	√		
D.	Class Situation			
	<ul style="list-style-type: none"> Students are enthusiasm/ motivated 	√		
	<ul style="list-style-type: none"> Students' involvement are big 	√		
	<ul style="list-style-type: none"> The time allocation is enough 		√	
	<ul style="list-style-type: none"> The use of media is enough 	√		
	<ul style="list-style-type: none"> The teacher's instruction is clear 	√		

Observation Checklist
(Cycle 2)

No.	Observation Items	Accomplished	Un-accomplished	Comment
I.	The teaching learning process			
A.	Pre-teaching			
	<ul style="list-style-type: none"> The teacher greets the students 	√		
	<ul style="list-style-type: none"> The students respond to the greeting 	√		
	<ul style="list-style-type: none"> The teacher asks the students condition 	√		
	<ul style="list-style-type: none"> The students tell their condition to the teacher 	√		
	<ul style="list-style-type: none"> The teacher calls the roll 	√		
	<ul style="list-style-type: none"> The teacher outlines the materials 	√		
	<ul style="list-style-type: none"> The teacher explains the goal of the teaching and learning 	√		
B.	Whilst-teaching			
	<ul style="list-style-type: none"> The teacher presents an example of monolog narrative text 	√		
	<ul style="list-style-type: none"> The teacher reads aloud the monolog 	√		
	<ul style="list-style-type: none"> The students listen to the teacher 	√		
	<ul style="list-style-type: none"> After listening to the monolog, the students 	√		

	should answer some questions orally.			
	<ul style="list-style-type: none"> The teacher presents some vocabularies related to the monolog 	√		
	<ul style="list-style-type: none"> The students pronounce the vocabularies 	√		
	<ul style="list-style-type: none"> The teacher asks the students to make a group of four to five 	√		
	<ul style="list-style-type: none"> The teacher gives enough time to the students to move in group 	√		
	<ul style="list-style-type: none"> The teacher gives the instruction to watch a film and filling a blank space on the text based on the subtitle of the film. 	√		
	<ul style="list-style-type: none"> The teacher gives explanation that after watching the film they should retell the story of the film (in pairs). 	√		
	<ul style="list-style-type: none"> The students understand the instructions 	√		
	<ul style="list-style-type: none"> The students watching the film quietly. 	√		
	<ul style="list-style-type: none"> The students work in group and cooperate well in pairs. 	√		
	<ul style="list-style-type: none"> The students speak in English 	√		

	<ul style="list-style-type: none"> The students use dictionary to help them 	√		
C.	Post Teaching			
	<ul style="list-style-type: none"> The teacher summarize and reflects the lesson 	√		
	<ul style="list-style-type: none"> The students reflect their learning 	√		
	<ul style="list-style-type: none"> The previews the upcoming materials 	√		
	<ul style="list-style-type: none"> The teacher gives rewards and motivate the students to participate more in the next meeting 	√		
D.	Class Situation			
	<ul style="list-style-type: none"> Students are enthusiasm/ motivated 	√		
	<ul style="list-style-type: none"> Students' involvement are big 	√		
	<ul style="list-style-type: none"> The time allocation is enough 	√		
	<ul style="list-style-type: none"> The use of media is enough 	√		
	<ul style="list-style-type: none"> The teacher's instruction is clear 	√		

Observation Checklist
(Post Test)

No.	Observation Items	Accomplished	Un-accomplished	Comment
I.	The teaching learning process			
A.	Pre-teaching			
	<ul style="list-style-type: none"> The teacher greets the students 	√		
	<ul style="list-style-type: none"> The students respond to the greeting 	√		
	<ul style="list-style-type: none"> The teacher asks the students condition 	√		
	<ul style="list-style-type: none"> The students tell their condition to the teacher 	√		
	<ul style="list-style-type: none"> The teacher calls the roll 	√		
	<ul style="list-style-type: none"> The teacher outlines the materials 	√		
	<ul style="list-style-type: none"> The teacher explains the goal of the teaching and learning 	√		
B.	Whilst-teaching			
	<ul style="list-style-type: none"> The teacher presents an example of monolog narrative text 		√	
	<ul style="list-style-type: none"> The teacher reads aloud the monolog 		√	
	<ul style="list-style-type: none"> The students listen to the teacher 		√	
	<ul style="list-style-type: none"> After listening to the monolog, the students 		√	

	should answer some questions orally.			
	<ul style="list-style-type: none"> The teacher presents some vocabularies related to the monolog 		√	
	<ul style="list-style-type: none"> The students pronounce the vocabularies 		√	
	<ul style="list-style-type: none"> The teacher asks the students to make a group of four to five 		√	
	<ul style="list-style-type: none"> The teacher gives enough time to the students to move in group 		√	
	<ul style="list-style-type: none"> The teacher gives the instruction to watch a film and filling a blank space on the text based on the subtitle of the film. 		√	
	<ul style="list-style-type: none"> The teacher gives explanation that after watching the film they should retell the story of the film (in pairs). 		√	
	<ul style="list-style-type: none"> The students understand the instructions 	√		
	<ul style="list-style-type: none"> The students watching the film quietly. 		√	
	<ul style="list-style-type: none"> The students work in group and cooperate well in pairs. 		√	
	<ul style="list-style-type: none"> The students speak in 	√		

	English			
	<ul style="list-style-type: none"> The students use dictionary to help them 	√		
C.	Post Teaching			
	<ul style="list-style-type: none"> The teacher summarize and reflects the lesson 	√		
	<ul style="list-style-type: none"> The students reflect their learning 	√		
	<ul style="list-style-type: none"> The previews the upcoming materials 		√	
	<ul style="list-style-type: none"> The teacher gives rewards and motivate the students to participate more in the next meeting 	√		
D.	Class Situation			
	<ul style="list-style-type: none"> Students are enthusiasm/ motivated 	√		
	<ul style="list-style-type: none"> Students' involvement are big 	√		
	<ul style="list-style-type: none"> The time allocation is enough 	√		
	<ul style="list-style-type: none"> The use of media is enough 	√		
	<ul style="list-style-type: none"> The teacher's instruction is clear 	√		

G. ATTENDANCE LIST

G. ATTENDANCE LIST

VIII C SMP N 1 PAKEM

No.	No Induk	Name	April 29	May 19	May 20	May 26	June 05	June 07
1	4912	Adhi Reinaldi	√	√	√	√	√	√
2	4913	Aditya Taufiq S	√	√	√	√	√	√
3	4914	Amalia Rahmadanti	√	√	√	√	√	√
4	4915	Anugerah Katon B.	-	√	√	√	√	√
5	4916	Divany Arviora Koto	√	√	√	√	√	√
6	4917	Farah Diba R	√	√	√	√	√	√
7	4918	Farrel Aryasatya T	√	√	√	√	√	√
8	4919	Fausta Gian D	√	√	√	√	√	√
9	4920	Febria Nur Anisa	√	√	√	√	√	√
10	4921	Gesang Pangestu	√	√	√	√	√	√
11	4922	Iqtiqomah Vena M	√	√	√	√	√	√
12	4923	Krisna Hamid	√	√	√	√	√	√
13	4924	Lidya Cahyaningrum	√	√	√	√	√	√
14	4925	M. Rizal Adi P	√	√	√	√	√	√
15	4926	Nabila Aulia F	√	√	√	√	-	√
16	4927	Octavian Hamam N	√	√	√	√	√	√
17	4928	Pratiwi	√	√	√	√	√	√
18	4929	Rico Ahmad M	√	√	√	√	√	√
19	4930	Rico Ardyanto	√	√	√	√	√	√
20	4931	Riezky Geulio M	√	√	√	√	√	√
21	4932	Rifky Faisal A	√	√	√	√	√	√
22	4933	Septi Jumariyah	√	√	√	√	√	√
23	4934	Surya Andryanto	√	√	√	√	√	√
24	4935	Tazkia Salsabila	√	-	√	√	√	√
		Hadir	23	23	24	24	23	24
		Tidak Hadir	1	1	0	0	1	0

H. THE STUDENTS' SCORES

The Students Scores on the Pre Test.

Ss No	R					TRS	C					TCS	Mean (TRS+TCS:2)
	P	F	G	V	I		P	F	G	V	I		
1	2	2	2	2	2	10	3	2	2	2	2	11	10.5
2	2	2	2	2	2	10	2	3	2	3	2	12	11
3	3	3	2	2	2	12	3	2	2	2	2	11	11.5
4	3	3	2	2	2	12	2	2	2	3	2	11	11.5
5	3	3	2	2	2	12	2	2	2	3	2	11	11.5
6	3	3	2	3	2	13	3	3	2	2	2	12	12.5
7	1	2	2	2	2	9	2	2	2	2	2	10	9.5
8	1	2	2	2	2	9	2	3	2	2	2	11	10
9	3	3	2	2	2	12	2	3	2	3	2	12	12
10	3	2	2	2	2	11	2	3	2	2	2	11	11
11	1	3	2	3	2	11	2	3	2	2	2	11	11
12	3	2	2	2	2	11	2	3	2	2	2	11	11
13	2	2	2	2	2	10	3	3	2	2	2	12	11
14	2	2	2	2	2	10	2	2	2	3	2	11	10.5
15	2	3	2	2	2	11	2	3	2	2	2	11	11
16	3	2	2	2	2	11	3	3	2	3	2	13	12
17	2	2	2	2	2	10	2	2	2	2	2	10	10

18	3	3	2	3	2	13	3	3	3	2	2	13	13
19	3	3	2	3	2	13	3	3	3	2	2	13	13
20	2	3	2	2	2	11	2	2	2	3	2	11	11
21	3	3	2	2	2	12	3	2	2	3	2	12	12
22	2	3	2	2	2	11	2	2	2	3	2	11	11
23	2	2	2	3	2	11	2	2	3	1	2	10	10.5
24	-	-	-	-	-	-	-	-	-	-	-	-	-

The Students Scores on the Post Test

Ss No	R					TRS	C					TCS	Mean (TRS+T CS:2)
	P	F	G	V	I		P	F	G	V	I		
1	3	3	3	3	2	14	4	3	4	4	2	17	15.5
2	3	3	3	3	2	14	4	3	3	4	2	16	15
3	4	4	3	3	2	16	4	3	3	4	2	16	16
4	3	3	3	3	3	15	4	4	3	4	2	17	16
5	4	4	4	4	2	18	4	4	4	4	2	18	18
6	4	4	4	4	2	18	4	4	4	4	2	18	18
7	3	3	3	3	2	14	4	4	3	3	3	17	15.5
8	3	3	3	3	2	14	3	4	3	4	3	17	15.5
9	4	4	4	4	3	19	4	4	4	4	2	18	18.5
10	3	4	3	3	2	15	4	4	3	4	2	17	16

11	4	3	4	4	2	17	4	4	3	4	2	17	12.5
12	3	3	3	3	2	14	4	3	3	4	2	16	15
13	3	3	3	3	2	14	3	4	3	4	2	16	15
14	3	3	3	3	2	14	4	3	3	4	2	16	15
15	4	4	4	4	2	18	4	4	3	4	2	17	17.5
16	3	3	3	3	2	14	4	3	3	4	2	16	15
17	4	4	4	4	3	19	4	4	3	4	2	17	18
18	3	3	3	3	3	15	4	4	3	4	2	17	16
19	3	3	3	3	2	14	4	4	3	4	2	17	15.5
20	3	3	3	3	2	14	4	4	3	4	2	17	15.5
21	3	3	3	3	2	14	4	4	3	3	2	16	15
22	4	4	4	4	3	19	4	4	3	4	2	17	18
23	3	3	3	3	2	14	4	4	3	3	2	16	15
24	3	3	3	3	2	14	4	4	3	3	2	16	15

P = Pronunciation

F = Fluency

G = Grammatical Accuracy

V = Vocabulary

I = Interactive Communication

R = Researcher

C = Collaborator

TRS = Total Researcher Score

TCS = Total Collaborator Score

I. PHOTOGRAPHS

I. PHOTOGRAPHS



Photo 1. The researcher checks students' assignment on making summarize of narrative text.



Photo 2. The researcher answer students' questions related to the assignment.



Photo 3. Students watch the film entitled “The Flying Elephant” and did the assignment.



Photo 4. Students make the summary of the film helped by some picture provided.



Photo 5. The researcher gives explanation related to narrative text.



Photo 6. A student performs in front of the class.



Photo 7. A student performs in front of the class.



Photo 8. Students watch the film carefully.

J. LETTERS